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ABSTRACT

This booklet is intended to help new school board members in the state of Washington learn their jobs rapidly and, at the same time, to serve as a constructive reference for experienced board members. Individual chapters focus in turn on an overview of the school board, the school board member as an individual, the structure of Washington's public school system, school board meetings, establishing policy, school board-superintendent relations, personnel functions of the board, understanding school finance, school operation, the Washington school board's association, and a code of ethics for board members. Because the booklet is aimed specifically at school board members in the state of Washington, its value will be somewhat limited for board members in other states. (Author/JG)

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BOARDS MANSHIP

Washington State School Directors' Association
200 E. Union – Olympia, Wa. 98501

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EA 009 248

One copy is available without charge to each school board member and superintendent in the State of Washington.
All other copies, $4.00 each.

ACKNOWLEDGEMENTS
We would like to express our appreciation to the many school directors and administrators who drafted the original edition of Boardsmanship in 1958. Due to their dedication and efforts it has served school directors well over the years. We are indebted to many publications for the information used in updating this booklet but especially to school board member handbooks prepared by the Iowa Association of School Boards and the California School Board Association. We would also like to thank CSBA for permission to use the illustrations.

Revised November, 1975.

Preface

Everyone has a stake in good public education. With it, each individual thrives as he has an opportunity to develop to the limits of his capacity. And, as the individual grows, government, society and commerce prosper.

Yet equalized educational opportunities seemed new and radical less than a hundred years ago. Universal education was an explosion in history and could hardly have endured if its results had not been so spectacular.

To continue and to improve upon this development is a civic responsibility of the highest order. Those who undertake it are to be admired — and helped — as much as possible.

And that was why this booklet came to be written. Local school boards control their districts' schools. It is important that this local control be maintained so that the varied needs of all communities can be better met, so that the public schools will continue to be truly "the public's" schools and so that differences in programs and experimentation with new methods will improve education itself.

The best way to assure the continuance of a high level of public education is through the continuance of strong local boards of education. Such boards, chosen by the electors and responsible to them, are a guarantee against the deadening pressures of conformity and the influences which would restrict education to a few.

To serve this purpose, the following handbook has been prepared for local school directors' use. We believe it will help new board members to learn their jobs rapidly and, at the same time, serve as a constructive reference for experienced board members.

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The School Board

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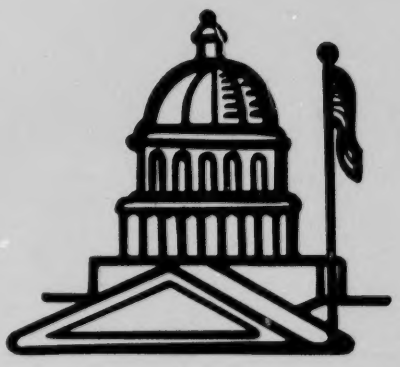
Legal Basis

In the State of Washington, as in most other states, local school districts were created by the legislature to execute educational policy as defined in the constitution and in state law. As a result, the work of public schools is a state-governmental function. The Constitution of Washington makes the legislature responsible by stating:



> "Section 1. It is the paramount duty of the State to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.
>
> Section 2. The Legislature shall provide for a general and uniform system of public schools. The public school system shall include common schools, and such high schools, normal schools, and technical schools as may hereafter be established . . .
>
> Section 4. All schools maintained or supported wholly or in part by the public funds shall be forever free from sectarian control or influence."

School boards came into existence as agents of the state to adminster the school functions legislatures have delegated to local districts. They are responsible to their voters and act under the directions and restrictions of state law.

The law which classified school districts passed the Washington Legislature in 1909. In 1969, all laws relating to education were recodified and went into effect superceding all previous legislation. A school district is defined as "the territory under the jurisdiction of a single governing board designated and referred to as the board of directors." (RCW 28A.57.020)

State law further says:

> "A school district shall constitute a body corporate and shall possess all the usual powers of public corporation, and in that name and style may sue and be sued and transact all business necessary for maintaining school and protecting the rights of the district, and enter into such obligations as are authorized therefor by law." (RCW 28A.58.010)

Classes of School Districts

In Washington there are two classes of school districts, divided on the basis of student enrollment. First-class districts have 2,000 or more students, and all other districts are second-class. If the

required conditions are present, the Educational Service District superintendent with the concurrence of the Superintendent of Public Instruction can order a change from one classification to the other.

Some legal provisions which apply to one class of district do not apply to the other. Directors should remember that they have only those powers granted them by law or clearly implied as necessary to the granted powers. Thus it is important for directors to know the powers they have in their classification of district.

Major Responsibilities of School Directors

The school board is a state as well as a local agency, and its powers, duties and responsibilities are defined by the state legislature. Within each local school district it is the board of directors' responsibility to put into practice an education program that complies with state laws. In order to function adequately and effectively, board members must be familiar with the state laws pertaining to public schools. In an effort to keep current laws and regulations available for directors, administrators, and other interested people, the Washington State School Directors' Association has published the legal powers of school boards as a separate section of this handbook.

The following sources are important in determining the scope of a board's legal responsibility:

- Constitution of the State of Washington
- Session Laws (Title 28A. Revised Code of Washington)
- Attorney General's Opinions
- Rulings by the State Superintendent of Public Instruction
- Regulations by the State Board of Education

Though each school board is a state agency, its director members are elected by the voters of the local school district to represent them in educational matters. Instead of exercising complete control at the state level, the legislature has given much authority to the local governing body — the board of directors. It is the board's duty and responsibility to meet the needs of the local community to the extent that it can determine them. The National School Board's Association believes that the local school board has the following types of responsibility:

- The board has a **legal** responsibility for the conduct of the school, and is the only agency in the community that does.
- The board has a **civic** responsibility as the controlling body for a very important service to the life of the community.
- The board has a **social** responsibility toward all the people who look to the school as the center of growth and the development for young and old alike.
- The board has an **economic** responsibility since positive proof exists that there is a direct relationship between good schools and business prosperity.
- The board has a **moral** and **ethical** responsibility to discharge its functions courageously and impartially in the interests of the greatest good to the greatest number at all times.

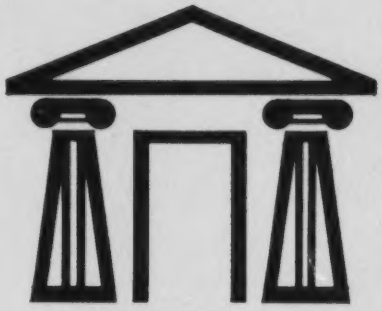
Statutory Powers

In addition to the general powers enumerated in Washington school law, the statutes mention many other specific powers and duties. Every session of the legislature adds some laws which affect education in the local district. The extent to which a school district may exercise some of the specifically-named powers is a matter of judicial interpretation or opinion of the Attorney General. Any of the existing powers of the school board may be restricted or modified by acts of the legislature.

Implied and Discretionary Powers

The Supreme Court of Washington rendered a decision in 1921 that school boards ". . . possess and can exercise the following powers and no others:

> **First**, those granted in express words;
> **Second,** those necessarily or fairly implied in or incident to the powers expressly granted;
> **Third,** those essential to the declared objects and purposes of the corporation — not simply convenient but indispensable.
> Any fair or reasonable doubt concerning the existence of power is resolved by the courts against the corporations, and the power is denied."



The courts customarily uphold the exercise of discretion by a school board in matters which, by statute, are clearly left for its judgment and decision.

Rules and regulations or policies of boards of education are not usually questioned by courts except in cases where there is question about whether or not they are within the scope of the board's authority. It is generally accepted that unless the board evidences willful disregard of duty or wantonness, arbitrariness, or any other abuse of power, and provided the board acts in the interest and for the convenience of the people according to its honest judgment, the courts usually do not review its actions.

Delegating Powers

There is no question of a board's right to delegate its powers, but the board cannot escape responsibility for the actions of agents to whom it delegates them. This is because the powers of superintendents are not spelled out in the state law but are given to boards by legislative action.

Final action often cannot be delegated to the superintendent or to anyone. For instance, all of the mechanics of hiring personnel should be in the chief administrator's hands, but contracts must be approved by the board. This holds true with all types of contracts.

More complete analysis of delegated powers is provided in the following chapters.

Major Board Functions

Areas of action or function which are properly responsibilities of the board of education are as follows:

> **The first area is that of legislation.** As a law-making body, the board is the authority for local school regulation, policy, program, and procedure within the framework of the state school law. The adoption of policies and of the rules and regulations needed to put the policies into operation are tasks of the board.

The second area is that of appraisal. After the policies have been enacted or legislated by the board of education and executed by the professional staff, the board is responsible for evaluating both the effectiveness of the policy and how well it has been put into practice. The basis for such appraisal will normally be the information furnished to the board by the superintendent and members of the staff. The board cannot carry on its governing activities without acquaintanceship with the local problems.

The third area is that of operation. The machinery and the process employed in dispatching board business are important. They include the election of board officers, voting on motions before the board, the recording of board action, the scheduling of meetings, and all other activities through which the board attends to its business.

The fourth area is that of planning. One of the most important responsibilities of the board is planning for continued effectiveness and further improvement of the educational system. It must study carefully trends in population, project future enrollment, gauge the life of existing buildings and facilities, and have adequate plans to meet the demands of the future upon the school system.

Citizens' Advisory Council

In order to involve the citizens of a community in the planning necessary for the kinds of schools that will meet their needs, many boards of education have been instrumental in organizing citizens' advisory councils. The practice originated in the field of vocational education where representatives from industry, labor, and agriculture helped to plan the programs. After formulation, the programs were submitted to the board for official approval and under such a scheme the board could feel quite confident that the program would be backed since interested people had participated in its planning.

Gradually the practice of using advisory groups is being accepted as a basically sound approach for all phases of school planning. Citizens can lend real assistance on many school problems when their duties are sharply defined. When they get out of hand and become pressure groups to advance selfish goals and begin to usurp the responsibilities of the board, some difficult situations can develop.

As already pointed out, the board is the legal body with authority over the school; the directors cannot delegate that authority, nor can a citizens' committee deprive them of it. But such a group is one means by which the board can feel the public pulse on school matters and also help gain needed support for the schools. It is in these areas that advisory councils become valuable.

Selecting Advisory Council Members

Many techniques have been used by boards in the process of selecting members for the advisory council. The question of what method works best for any given community involves consideration of all the personalities concerned, as well as many other factors.

The only agency qualified to issue the invitation to organize is the board of education. Other agencies are likely to be looked upon as pressure groups by both the board and the community.

One of the best methods is for the board to contact representative community organizations or citizens by letter. This letter should outline the purpose of the advisory group and invite the organization to appoint a representative to the committee. A fundamental principle of organization is that citizens' advisory councils should be representative of the entire community, not of some segment, faction, or area of it.

Role of the Advisory Council

The major function of a citizens' committee is advising. **They are a recommending body and cannot make final decisions.** Policy cannot be enacted by any group other than the board of education — this responsibility rests with the board by law. In order that misunderstandings can be avoided, the role of all participants — the advisory council, the board of education, and the professional school staff — must be defined and in writing and clarified in discussions.

The board should also be represented on the committee. This may be accomplished by making them ex-officio members. The superintendent should also be an ex-officio member because it is his/her responsibility to keep the board informed of the work of the council and its study groups. Board members should feel free to attend any committee meeting they desire but may choose to rely on information and reports or recommendations made available through the superintendent and other staff.

Community Surveys

It is not possible for the board to meet their responsibility of planning for the future educational needs of the community without involving the people of the area to some extent. Board members are charged with meeting the educational needs of those people's children.

Communities differ as to conditions, vocations, and interests, and these differences are reflected in the educational programs. They also differ in rate of growth, ability to pay, and attitude toward the schools. All of these things and many more should be taken into account when planning for school improvement.

These four basic questions should be answered by a community survey:

1. What will the community (school district) be like in 19....?
2. For this kind of community, what kind of education is needed and for whom?
3. In terms of the kind of education we want, what are the outstanding deficiencies in the present program and present physical facilities?
4. How can the community move from where it is to where it wants to be?

In line with these questions, the following purposes for organized community surveys are suggested:

1. To develop an accurate picture of school services now provided.
2. To determine the need or desirability of making changes in the curriculum of the school.

3. To determine what services now neglected by the school should be provided.
4. To determine community attitudes, toward the financial support needed for the school program.
5. To gain complete and current knowledge of the community to use as bases for local planning for public education.

If a board desires to undertake a community survey, it is good practice to call in a professional consultant from the Office of the State Superintendent of Public Instruction or from the colleges or universities in order that efforts will be coordinated and directed toward desired objectives. However, the survey itself should be made by the people concerned — citizens, school board, administrators, teachers, and pupils.

Public Relations

The schools belong to the public — to all of the people — and they are conducted for the public by the board of education as the people's legally constituted representative. Being controlled by the people, the board and staff of a district cannot, in the long run, make any more rapid progress with the school program than the people will support. Usually, the public is willing to support good schools in proportion to its understanding of educational goals, problems, and needs. Boards must therefore establish a definite plan for communicating the school program on a continuous basis.

Communication is a two-way process. Boards must relate their decisions and activities to the public. At the same time, they must constantly be "tuned in" to the opinions and reactions of the people they represent.

Except in very small districts where directors are personally acquainted with the majority of their constituents, the various news media supply the public with most of the news about schools. It thus behooves boards to make a point of cultivating press contacts. The press can be helpful not only in publicizing school activities and accomplishments; it also can urge the support — or defeat — of levy and bond issues. Representatives from news media should be invited — and made welcome — at all meetings. Boards will find that an occasional suggestion of a feature possibility to a reporter leads to additional good will and a spirit of cooperation.

Boards and superintendents too often feel that news media should have access only to information which reflects favorably on the school system. The press is in fact charged with the duty of keeping the public informed on **every** issue. Rather than attempting to suppress news which might be detrimental to the district's image, the board should be prepared to make an official statement of some kind, through a duly appointed spokesman, if a problem arises. Rumors, half-truths or any aloof silence on the part of the board can do more to harm the district than can any admission of difficulty.

Boards should further remember that their credibility will be questioned if they try to demonstrate the urgency of special levies only at election time. Good taxpayer support of the schools is dependent upon a sound, **continual** appraisal of the strengths — and weaknesses — of the educational program.

Boards don't "relate" to the public just through the news media. There are many other ways in which the board comes into contact with the public. Following are some hints for maintaining good relationships with the taxpayers:

1. Publicize the time and place of open board meetings, as required by statute. Include in the announcement a specific invitation for public attendance, as well as a summary of the important items which will be on the agenda.
2. Maintain an attractive, comfortably furnished meeting room with plenty of extra chairs.
3. Maintain an orderly, rational, dignified, and democratic method of operation at all meetings.
4. Adjust your voice and posture so that the audience can hear adequately.
5. Provide opportunity for people to be heard upon petitions, and treat them with courtesy and open-mindedness.
6. Decide questions on the basis of careful deliberation and free discussion. Once a decision is made, it becomes the decision of the whole board, and each member should support it even though he may have voted against it.
7. In its business affairs the board should:
   a) keep its business forms and procedures as simple possible.
   b) give fair and impartial treatment to all vendors.
   c) purchase supplies and equipment on the basis of bids in accordance with district specifications.
   d) adopt and enforce rules against favoritism, special discounts, and gifts to employees.
   e) pay all bills promptly.

Evaluating the PR Program

In order to determine the effectiveness of the program of public relations the board may give attention to the following items:

1. Press reports, editorials, the amount of space and tone of news stories and letters to the editor. (A book of clippings is useful here and should include items on the budget, tax levies, and similar policy decisions as well as those on the activities of the school.)
2. A long term record of the number of votes cast at regular and special elections; the distribution of the votes; and the percent of qualified voters represented.
3. Public interest in and support of school activities and programs as shown by the attendance at publicized events, open house, American Education Week programs, school exhibits, and so on.
4. The attendance and amount of active participation in P.T.S.A.'s or similar organizations.
5. Attendance of citizens at school board meetings and the character of interest shown by those in attendance.

6. Number of persons in adult education classes and the popularity of such classes as revealed by the enrollment.
7. Willingness of individuals and organizations to cooperate, upon invitation, on school projects and undertakings.
8. Number and types of complaints and grievances. (Often no record is kept of these, but such a record is often advantageous in evaluating public relations.)
9. Pupil response to the school program as shown by holding power, pupil behavior and attendance, and questionnaires to pupils and alumni.
10. Readiness of community groups to accept school personnel and services in their programs and activities. Teacher membership in leadership activities. Requests to schools for publications, motion pictures, speakers, or participation of other types. Support or opposition given to educational projects by civic groups and other voluntary organizations.
11. Reactions from business leaders, especially their willingness to recognize school needs and to work for pupil welfare.
12. Attitude of other public agencies toward the board of education and the school system.

The School Board Member As An Individual

2

Qualifications

According to the Session Laws of the State of Washington, no person shall be eligible to hold the office of school director unless he or she is a citizen of the United States, a qualified voter of the school district and director district, and able to read and speak the English language.

Although the legal requirements for a board membership are few, the qualifications needed for effective service are many.

- The board member should have a broad background of experience and knowledge — or be ready, willing and able to learn quickly. The intricacy and complexity of every area of school operation — whether finance, student-employee-community relationships, or curriculum — demand intelligence, awareness and sensitivity.
- The board member should be able to look beyond yesterday's solutions and kind of education, and be willing to provide today's kind of education for today's children.
- The board member should be visionary — able to understand the forces of change in our society and to foresee, at least to some extent, the shape of the future to plan wisely.
- The board member should be tolerant and free of prejudice. The diversity of cultural backgrounds in the composition of the student populations of our schools, as well as the changing mores of our society, make it imperative that the board member be understanding of all kinds of children.
- The board member should understand that education today, like the world it reflects, is extremely complex, and that simplistic approaches will not meet today's challenges.
- The board member should be able to defend the philosophy and goals of the board of education and to withstand the criticisms that will inevitably come from people of opposing views.
- The board member should be willing to invest the many hours that will be necessary to faithfully discharge his duties.
- The board member should serve out of a sincere desire to serve the community, rather than for personal glory or to carry out a personal vendetta.
- The board member should be responsive to human needs, both of individuals and groups.
- Above all, the board members should have the capability to learn and grow in competence as he or she becomes more aware of the nature or his or her responsibilities as a member of one of the most important elective bodies in our society.

It is very important to enter into school board service with the idea of seeking the cooperation of other members of the board of education. The decision making authority is vested in the board of education and not in the individual board members.

Election and Term of Office

All general school district elections are held on the first Tuesday after the first Monday in November of odd-numbered years. The term of office of directors in Seattle, Tacoma, Spokane and Everett is six years. All others serve four-year terms. Terms are staggered.

With one exception, the board of directors in all Washington school districts is composed of five members. The exception is Seattle which has a seven-member board.

Vacancies

Vacancies on boards may occur for any of the following reasons:

- Death, resignation, or removal or absence from the school district and/or the director district.
- Conviction of a crime or of an offense involving the violation of the oath of office.
- Refusal or neglect to qualify for the office as required by law.
- The decision of a court declaring void his/her election or appointment.
- Absence from four consecutive regular meetings of the board unless such absence is due to sickness or is excused by the board.

A majority of the legally established number of board members are authorized to fill vacancies on the board by appointment. If a vacancy is not filled within 90 days or if there are not at least three (four in Seattle) remaining board members, the board of the Educational Service District in which the school district is located must be involved in filling the vacancies. These appointments are only until the next election, at which time a new director is elected to fill out the unexpired term of the person who had to be replaced.

Oath

In accordance with statutory provisions, each director must take an oath to support the Constitution of the United States and of the State of Washington as well as promote the interests of education and to faithfully discharge the duties of the office according to the best of his/her ability. A school district officer may certify to this oath as well as to the certified signature of each new member which must be filed with the county auditor when the director assumes office.

Compensation

Washington school board members are not paid for their services. Most members do not desire to be paid; they regard the position as an opportunity for public service rather than as a chance for financial gain. The services rendered are vital to the well being of community, state, and nation. No public service is so productive of personal satisfaction as that of membership on a school board when the office is accepted by a person wishing to render service to the community and its young people. Public appreciation for school board service is shown indirectly when the people in a person's own community, where the board member is known best, have enough confidence in that person's ability, good judgment and integrity to

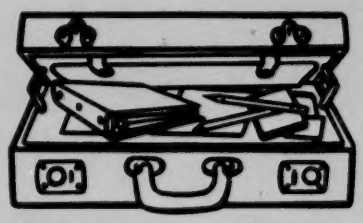
entrust to him/her the responsibility for decisions on matters affecting the future of their children.

School directors in Washington may however be reimbursed from the district general fund for actual expenses which are incurred in going to, coming from, and while actually attending official meetings of the directors. Expenses incurred by board members, superintendents, or any school representative chosen by the board, in connection with attendance at meetings of school directors or other school meetings which are legally called or when the expenses result from school business, are similarly reimbursable. Such travel expenses can also be met through either an "advance" system established by the board within guidelines which have been established by the State Auditor or through "charging" an expense which is later receipted for.

There are specific legal provisions that board members may have only very limited pecuniary interest in the business dealings of the district, whether direct or indirect. The exact nature of those limits is described in RCW 42.23.010-.050 and Attorney General's Opinion 61-62, No. 174.

The above provisions supplement statutes which make it a misdemeanor for any school official to accept any commission, remuneration or anything of value from a teachers' agency, employment bureau, teacher, or employee of the school, for appointment or recommendation to a position in the school or giving information concerning vacancies. This applies also in the case of accepting anything of value from agents, manufacturers, or publishers for recommending books, supplies, furniture, etc.

Aids for Board Members



Today's school board and its members find themselves faced with far more difficult tasks than those met by their predecessors of fifty years ago. As examples, the rapidly increasing student population poses real problems for boards of education as do demands for formal negotiations with school employees. Simultaneously there is an increased demand by other branches of government upon the resources which furnish school revenues.

In order to meet the demands of board membership today, one of the first duties of the board member is to keep informed of current educational thought and trends, not only in the local system and community, but also nationwide. Only on the basis of such information can sound decisions be made.

Excellent books and magazines are published especially for board members. Copies of these books can be purchased for board use, and many of them are available on a loan basis from the school directors' association. In addition, boards should subscribe to informative educational periodicals such as **The American School Board Journal.** Attendance at meetings of the Washington State School Directors' Association, local PTSA meetings, school programs, discussion groups, and lectures will also provide opportunities for directors to improve their knowledge of trends and practices in modern education.

Other aids suggested for board members are:

1. Membership and participation in regional and national associations of board members.
2. Visits to local schools and to schools in other districts.

3. Reports of school surveys and publications of state associations of school boards and of professional groups.
4. Written reports of past surveys of the local school system and the local community.
5. Compiling a reference notebook of pertinent records, reports, and actions of the board.

Orienting the New Board Member

The board and the superintendent are responsible for the training and orientation of new board members. They should formulate a written policy concerning the method to be followed in helping a new member to become acquainted with the duties of the office. The following steps are suggested:

1. The president of the board and the superintendent should write the newly elected member of the board letters of welcome, inviting him/her to attend board meetings as a visitor until he/she officially takes office.
2. Prior to administering the oath of office, the president of the school board should outline for the newly elected member the problems and methods of the board.
3. The superintendent can take the new member to visit the schools and explain their peculiar features, purposes and problems.
4. The new member can meet in individual conferences with the superintendent and other administrators to learn about their work and the objectives and purposes of the schools.
5. The superintendent should furnish the new member with a notebook containing written policies, rules and regulations of the board, the latest local school report, copies of the minutes of board meetings for the past year, a map of the school district showing the location of schools and the district boundaries, maps showing densities of school and pre-school populations, tables showing tax rates for recent years, bonded indebtedness and retirement dates for bonds, budget, and statements on the philosophy of the school system, the curriculum, and the extracurricular activities.
6. Copies of teacher and student handbooks are useful in orienting new directors.
7. The retiring director should furnish the new member with accumulated materials and notebook.

In addition to the above steps, the packet of materials furnished each new board member by the Washington State School Directors' Association should be discussed.

Relationship of the Individual to the Board As a Unit

Only the actions of the board, determined and taken in legally held meetings, have any validity or authority. The opinions and convictions of individual members have weight only as they contribute to the discussions and considerations shaping official decisions of

the board. The only exceptions are specific responsibilities given to the president or board secretary in the performance of certain legal duties. This does not empower these officials to control or supervise instruction, to make decisions, or to exercise discretionary powers.

The individual board member does represent education and control of school policies when viewed by parents or patrons of the district. They may come to him/her as an individual with their problems and expect action "on the spot." Sometimes board members have tried to right wrongs by themselves, but doing so can be a serious mistake. They should abstain from individual judgment and refer the matter to the administration or the whole board.

On the other hand, each director is free to think, to suggest problems to the board, to keep informed on school matters, and to participate in board deliberations and to vote as he/she chooses. Also each member is a citizen, elected to represent the people of the community. By virtue of this position it is his/her duty to learn what the people want, to listen to people, and to give them information about the schools if they request it.

Factions, or divisions among the members of the board, often result from the activity of individuals trying to gain acceptance for a specific point of view. Differences of opinion are natural and desirable but should not be permitted to lead to disrupting arguments. Each member can help to prevent the formation of factions by employing democratic procedures in all discussions and decisions. This means that each member should intelligently and unselfishly cooperate with all other members in determining school policies and procedures, and that the majority and minority must deal fairly with each other; but every member should vote his/her convictions of what is best for the public interest. Then, when a final decision is reached by a majority vote, each member has a responsibility to support that board decision, which is a very different matter from an individual conviction.

Visiting Schools

The board is the official connection between the school system and the public, and it is important that the members become informed about all the various aspects of the educational program. School visitations are one of the several ways open to the individual directors in order to learn about the schools. The knowledge gained will help board members in at least two ways: in public relations (including interpretation of the schools to the public), and in helping to develop better policies for the administration of the schools.

Classroom teachers will come to welcome such visitations when they learn that board members are truly interested in them and the educational program and that the visits are not for the purpose of supervision or criticism. To accomplish this, it is desirable that board members visit only on a pre-arranged schedule worked out with the principals and teachers concerned. All visitors, including the directors, should check in through the office of the principal of the building.

Individual Duties

The general duties or obligations of an individual board member may be enumerated as follows:

1. To become familiar with the state's school laws, and

all regulations which affect the operation of the local district.
2. To have a general knowledge and understanding of educational aims and objectives — local, state, and national.
3. To work harmoniously with other board members without trying either to dominate the board or neglect his/her share of the work.
4. To vote and act in all board meetings impartially and for the good of the district.
5. To accept the will of the majority vote in all cases and give wholehearted support to the resulting policy.
6. To represent the board and the schools to the public in such a way as to promote both interest and support.
7. To refer complaints to the proper school authorities and abstain from individual action.
8. To participate in regional, state, and national directors' association activities so as to broaden his/her understanding of the job of a board member.
9. To keep up to date through a habit of continuing study.

Responsibility

While the board must act as a corporate body, each member assumes considerable personal responsibility relative to his/her performance as a board member. Effective board members have a number of characteristics in common, yet it is important to realize that the characteristics are not acquired instantly.

One way to identify the effective school board member is to observe the way in which board responsibilities are carried out. Generally, an effective board member:

1. Makes every attempt to attend all board meetings.
2. Prepares for the meetings by reading and analyzing agenda and supportive information.
3. Suspends judgment until the facts are available.
4. Develops alternative solutions to problems.
5. Makes personal decisions once all the evidence is in and the discussion is over.
6. Identifies the significant problem in the evidence.
7. Differentiates between problems which require board action and those which should be solved by administration.
8. Supports the superintendent's authorized functions.
9. Shares responsibility for board decisions.
10. Accepts and evaluates criticism and advice objectively.
11. Avoids personality conflicts.
12. Strives to improve personal boardmanship qualities.

Responsible board members are more effective board members. They listen to their constituents but as individuals respect the corporate authority and responsibility of the board. Board members

view policymaking as the school board's major task and primary responsibility. The lion's share of authority and responsibility for operating the school system resides with the local board in Washington. Good board members know this and act accordingly.

Controversial Issues

The board member may often be subjected to pressures from constituents — at times from close friends. This pressure may be subtle, it may come through the board member's spouse, family, or in some instances, from some influential citizen of the community. It is each director's responsibility to listen, to be informed, and to direct the pressure to the proper channels of the school system. All factors influencing an individual decision must be weighed carefully and the decision rendered in light of what the conscience of each director decides is best for the entire school district. The pressures will be present but they need not be unbearable. In carrying out the moral and ethical responsibilities of a board member, the exercise of foresight in the decision making process significantly contributes to the peace-of-mind of everyone involved.

Personal Liability

Washington law specifies that directors are personally liable for any expenditures which exceed the amount approved in the final budget. Recently, decisions of the courts have greatly expanded the area in which school board members can be held personally liable.

In order to protect school board members, as well as school district employees, from claims arising out of alleged wrongful acts, each school district should include in its liability insurance package coverage for errors and omissions. Many liability programs do not include such provisions, so special attention should be given to providing the coverage.

The school district itself may act as a legal entity and can sue and be sued in its corporate capacity. However, this does not prevent individual board members from being held liable for their actions as members of the board.

Public Disclosure of Finances

Washington state law requires that every school board member must file a financial affairs statement on or before January 31 of each year with the Public Disclosure Commission. The statement must be completed by every elected official who holds office between January 1 and January 31, whether elected or appointed. Also, every candidate for a school board position must file a financial affairs statement within two weeks of becoming a candidate.

The statement is to be completed for the elected official and all members of the immediate family. This includes the spouse, children and other relatives living in the household.

Four types of information are required for the financial affairs statement. The first is fiscal assets and liabilities — holdings such as stocks, bonds and bank deposits, and outstanding indebtedness. The second is compensation — earnings and other income, and the sources from which they are obtained. The third is corporate and business connections — control or ownership of corporate, commercial and business enterprises. Fourth is real estate interests — purchase, sale and ownership of local real estate.

The broad purpose of the disclosure law is to provide information of an official's financial holdings and corporate and similar connections which might bear a relation to the office involved. This is a matter basic to the public interest.

Members of the Public Disclosure Commission may suspend or modify reporting requirements in particular cases if, after a hearing, they find that the literal application works a "manifestly unreasonable hardship" and also find that the suspension of modification will not frustrate the purposes of the law. Suspension or modification is allowed only to the extent necessary to substantially relieve the hardship, and upon clear and convincing proof to support the claim.

Application for a hardship exemption should be made as early as possible but no later than December 15 prior to the January reporting deadline.

For detailed information regarding reporting deadlines, specific requirements of the reports, and copies of the forms to be used, contact the Public Disclosure Commission, 403 Evergreen Plaza Building, Olympia, Washington 98504. Telephone: Area Code 206, 753-1111.

The Structure of Washington's Public School System

3

State Board of Education

The State Board of Education is a state agency created by the Legislature. It consists of fourteen members, two from each Congressional District, who serve six-year unsalaried terms. They are elected by the directors of the local school districts within the Congressional District they represent. Each board member's vote is weighted by the number of students enrolled in the school district he/she serves.

The Superintendent of Public Instruction is ex-officio president of the Board. Vacancies in the membership of the State Board may be filled by appointment by the remaining members until the next State Board election, at which time a new member must be elected for the unexpired term.

The State Board of Education is called the voice of the public in determining basic educational policy. Its powers and duties, prescribed by law, are primarily to establish rules, regulations and standards for the general management and operation of the public schools.

The Board is legally responsible for general government and unification of the public school system, school district organization, courses of study, accreditation of secondary schools, school building construction, preparatory requirements for entrance into state-supported institutions of higher learning, minimum approval requirements for purposes of apportionment, and approval of private schools. Requirements for teachers' certificates are established by the State Board, which also must approve the courses and programs for teacher education at public and private colleges in Washington State.

Copies of rules and regulations are furnished to school district superintendents by the State Board of Education and the Superintendent of Public Instruction. They should be circulated to individual directors and filed in a place of easy access for use during meetings of the board of directors.

Superintendent of Public Instruction

Under provisions of Article III, Section 1, of the State Constitution, the Superintendent of Public Instruction is one of eight elective state officials who constitute the executive department. The constitution states that "the Superintendent of Public Instruction shall have supervision over all matters pertaining to public schools, and shall perform such specific duties as may be prescribed by law."

Any problem involving the public schools may be referred to the Office of the Superintendent of Public Instruction for counsel and guidance. Specific powers and duties include:

- preparation and distribution of courses of study, rules and regulations for the government of the common schools, instructions for carrying into execution the laws relating to public schools;
- issuance of teaching certificates in accordance with standards and regulations of the State Board;
- decisions on points of law and hearing of appeals;
- apportionment and distribution of state funds for support of the public schools;
- receiving and processing applications from school districts for state assistance in school building construction in conformity with rules and regulations established by the State Board;
- reporting to the Governor and the Legislature on the general condition of the public schools and plans for the management and improvement of the schools.

Interagency Relationships

Although the powers and duties of the State Board and the Superintendent of Public Instruction are clearly differentiated by law, statutory provisions concerning working relationships between the agencies are limited. Through custom and practice over the years, a working relationship has existed with respect to determination of policies and extent of authority in the various areas of responsibility, which in some instances are interrelated or overlapping.

Washington statutes provide for the investment of power, duty and authority in the local school board of directors, but not without reasonable restriction. The State Superintendent under a constitutional provision has supervision over all matters pertaining to public schools and must perform such specific duties as may be prescribed by law. The State Board of Education is required under law to establish standards and develop rules and regulations in virtually all phases of the administration and operation of the common schools. Local school boards must enforce the rules and regulations of the State Board and the State Superintendent and cannot develop local rules contrary to them.

Accreditation

One of the responsibilities of the State Board of Education is to set the minimum standards for the accreditation of secondary schools. These standards include requirements for the school's program; professional preparation and time assignments of staff; instructional and learning resources and services; guidance and school health services; graduation; and desirable features in library programs.

Individual schools are accredited on a voluntary basis, and this process does not affect state apportionment of funds to the district. The other agency which accredits high schools in Washington is the Northwest Association of Schools and Colleges. To be considered for accreditation by the Northwest Association, however, the high school must first meet the standards of the State Board.

Approval

The State Board also sets up the minimum program requirements for purposes of apportionment. Approval that a district has met these requirements and is thus eligible to receive state apportionment funds is given on a district-wide basis.

Educational Service Districts

In 1969 the Washington State Legislature created twelve Intermediate School Districts to replace the 39 County Superintendent offices in an effort to provide more productive use of funds, increased educational leadership, and more services to local school districts. In 1975, their name was changed to Educational Service Districts (ESD).

An ESD is a regional educational service agency whose primary purpose is to provide services to the local school districts within its boundaries. Each ESD has a lay board of seven members who are elected by the voters living within the district. This board employs a superintendent as administrator of the district.

The ESD's have four major responsibilities:

- to assist in providing equal educational opportunities for all students throughout the state.
- to assist the State Office of Public Instruction and the State Board of Education in the administration of a state system of schools.
- to act as liaison between the local school districts and the State Office of Public Instruction.
- to meet the needs requested by local school districts by coordinating and conducting cooperative programs and by providing services and consultants in many phases of instruction and administration.

ESD's differ in the total number and kinds of services they provide because of the varied geographical needs of the local school districts. Services might include assistance with budget preparation, enrollment projections, statistical reports, transportation planning, program development, information services, annual reporting, legal matters, workshops, extension courses, bookkeeping, etc.

Prosecuting Attorney

This county official is designated by statute as the legal counsel for school districts. The prosecuting attorney represents school districts in cases brought against them or by them in the courts, except when the board has deemed it advisable to employ its own private counsel.

Further, the prosecuting attorney of the county is the general advisor to school boards and superintendents in matters pertaining to official school business which require legal advice. He/she may also be called upon to draw up written contracts and other instruments of an official nature.

Other County Officials

Boards of education should make every effort to maintain cooperative relationships with other officials of the county. Many of the activities of districts such as the handling of funds, use of taxes, selling bonds, and receiving state apportionments of funds are closely related to those of other county officials. The county auditor, county treasurer, and the board of county commissioners are all charged by law with duties connected with the administration of the schools. These officials have no policy-making authority over the school districts but they do have legal authorization to perform such tasks as auditing school district accounts, issuing and registering warrants, acting as custodians of school district funds, running elections and making tax levies.

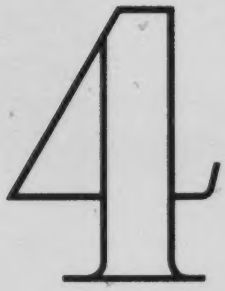
State Universities and Colleges

State institutions of higher education have demonstrated much interest in improving education in Washington and have resources available to make real contributions through their departments of education.

Help made available to boards of education through these schools may be roughly classified as follows:

1. Sponsorship of programs of in-service training for school personnel through workshops and special courses during the school year or summer months.
2. Programs of adult education through extension and correspondence courses.
3. Teacher placement service.
4. Consultant services in school building and maintenance programs.
5. Research personnel and facilities.
6. The making of educational and community surveys.
7. Follow-up studies of graduates.
8. General consultant services in the different areas of the curriculum such as reading, social studies, etc.

School Board Meetings

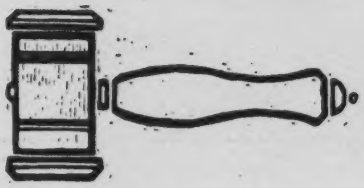


Organization of the Board

Newly elected board members take office immediately after the results of their election are certified.

At the first regular meeting of the board after newly elected members take office, the law stipulates that first-class district boards elect a president and vice president and that second-class districts elect a chairman. Second-class districts may also elect a vice chairman to assist the chairman and to serve in his/her absence. All of these officers must be board members.

When these officers' terms expire (at the end of one year), the board again reorganizes.



Before electing the officers of the board, there should be some consideration of the abilities of each individual to perform the duties of the offices. Too often the positions are voted to those who have served the longest and tend to become honorary rather than functional.

The president or chairman selected will have a large influence in setting the tone of all the meetings for a period of a year. He/she should be able to dispatch business efficiently and yet not permit questions to be decided without due consideration. In addition it will be this person's task to represent public education in the community on many occasions, and he/she must therefore be ready and willing to give somewhat more or his/her time to school affairs than will usually be required of other members.

In all classes of districts, the superintendent of schools is, by law, the secretary or clerk of the board. Every district board should employ a person to help in discharging the routine and clerical duties incidental to this responsibility. This will help free the superintendent to function in the capacity as chief administrator and advisor to the board.

Open Meetings

Since the passage of the Open Public Meetings Act in 1971 by the state legislature, all meetings of a school board must be open to members of the public. Exceptions to this requirement are meetings dealing with negotiations strategy, building site selection and personnel matters. The minutes of the meetings are also open to public inspection.

Regular Meetings

School boards must hold a regular meeting at least once each month. They have the option of more regular meetings if they are provided for in the bylaws or written rules and regulations. It is

required that notice be given to all of the area's news media of the time and place of all meetings — regular and special. It is desirable to give full and accurate publicity to all board meetings.

Special Meetings

Special meetings may be called by the president or on a petition signed by a majority of the members. Such meetings should be held to a minimum and the same notice and publicity afforded as for all regular meetings. The best practice is to hold them in the regular meeting place. The business transacted should be confined to the particular item which made the meeting necessary.

Order of Business

School board meetings that transact vital business do not just happen. They must be planned.

For purposes of efficiency, a board of education should have an order of business for its meetings. The following one is an example:

1. Call to order.
2. Roll call.
3. Declaration of a quorum.
4. Reading, approval, and signing of minutes of the previous meeting, or approval and signing without reading if all members have been given an opportunity to read the minutes before the present meeting. Changes in, or additions to, the minutes should be made before the vote to approve the minutes.
5. Communications to and from the board.
6. Hearing of delegations. Scheduling delegations early in the meeting permits them to be heard without having to wait for the board to conduct its other business.
7. Regular report of the superintendent.
8. Unfinished business from previous meetings.
9. New business.
10. Miscellaneous/Announcements.
11. Adjournment.

Agenda — A Plan for Action

Making and evaluating policy should be the main content of a school board meeting, and the many varied details of executing that policy should be eliminated from the meetings and delegated to the superintendent and staff. In order to accomplish this, an agenda, or lists of topics to be discussed, should be prepared by the superintendent and furnished each board member — and to the press, radio, and television if the board so desires — in advance of the meeting. Directors should receive it far enough in advance so that they may give the items some thought prior to the time for making decisions. In most instances it will probably be necessary to furnish some supporting or explanatory information for each item of business to be considered.

Directors who want certain matters discussed should request in advance that the item be included. However, agenda deadlines ought not to become so strict that emergency matters cannot be discussed if they develop too late for inclusion on the agenda.

Avoid long discussions of matters introduced from the floor. This is especially true if data, information, etc., are needed to formulate a decision. The board president should refer the item to the administration and/or legal counsel for recommendation and ask that the item be placed on a future agenda. The board should not be pushed into a hasty commitment.

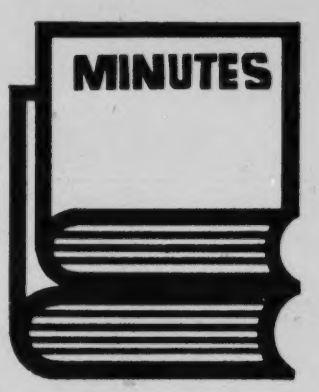
The use of an agenda will be beneficial to the meeting in a number of ways. Agendas available to individual citizens attending a board meeting will give them a perspective of the scope and organization of the meeting. By following an agenda, individuals will be able to plan to attend the portion of the meeting that is of most importance to them. It will assist the president to effectively carry the duties of office during the meeting. Specifically, it allows the president to pursue the topic at hand until some board action is taken on the topic. No new items may be introduced until the one before the board is acted upon. The agenda will make the meeting more meaningful to representatives of the media. It is also of great value to the secretary in preparing minutes of a meeting.

Quorum

A majority of all members of the board of directors of a school district constitutes a quorum (RCW 28A.57.325).

Minutes

It is important that accurate records be kept of school board meetings and decisions. The minutes must state whether each session was a regular or special meeting and the date, time, and place. If it was a special meeting, the minutes should also state by whom it was called and how the members were notified. The record should show the names of the directors present at all meetings.



The board speaks officially only through its minutes. The careful phrasing of motions and the scrupulous recording of the words of each motion and the disposition of it are important. In case of inquiry into board action the minutes alone can speak. In cases of voting on whether to submit a special levy or bond issue to the electors, a roll call vote (and record) is recommended. Any oral commitments or general or unrecorded understandings are considered nonexistent.

So that the minutes may not become too bulky, lengthy documents such as contracts may have reference notations in the official record and then may be filed elsewhere.

There should be a system of indexing and coding the official minutes through the use of marginal notations. An index should be formulated at least annually by the secretary or clerk.

Many district clerks follow the procedure of sending out copies of the minutes along with the agenda of the next meeting. Each director may keep these in a looseleaf notebook containing materials affecting his job. Such a practice makes unnecessary the formal reading of the minutes at each meeting, and a vote of approval may be quickly taken if there is no correction or alteration.

In order to make the minutes a matter of legal record, the clerk and the chairman or president of the board must sign them. They should be kept on file as a permanent district record.

School Board Records

In addition to the requirement that the board shall maintain an office where all regular meetings are held, Washington law provides that all records, vouchers and other important papers be

kept in that office. Special provisions must be made for the safe storage of such important documents as construction and supply contracts, deeds, insurance policies, etc. These records shall at all times be open for inspection by resident taxpayers. There is outlined below a suggested minimum list of records that should be readily available to the board in their meeting place.

1. Minutes of official board meetings.
2. Copy of the budget and current financial statements.
3. Contracts, construction plans and drawings, wiring specifications, paint charts, etc.
4. Deeds, site plans and other land records.
5. Records of insurance policies.
6. Statements of policies, rules, and regulations.
7. Auxiliary records normally kept by the superintendent or principal, such as employee and student personnel records and records of receipts and disbursements from special funds such as school lunch and athletic funds.

Records may be added to this list to meet the needs of particular school boards.

Committees

Early in the history of school boards the practice of dividing the group into committees for special purposes was common and probably became popular because of the large unwieldly boards which were prevalent. During recent years, however, the size of boards has been continually decreasing, and the majority of boards today use no standing or permanent committees. In fact, there is almost unanimous agreement among the authorities in school administration that there should be no standing committees. Any committee appointed for a special purpose should be automatically discharged as soon as its special project has been completed.

Members of committees tend to forget that they are merely advisory to the board as a unit and undertake legislative and executive functions. Too, the committee system fosters a divided rather than a centralized or coordinated form of organization. Such subgroups tend to postpone board action unnecessarily.

Much of the matter which is delegated by the board to committee study should be later implemented by the professional personnel; either the superintendent alone, or, in a larger system, with the assistance of other staff.

In the State of Washington, the only committee specifically provided for is the "auditing committee" in first-class districts. The usual procedure is for the board as a whole to act as the "auditing committee."

It should be pointed out that committee action, taken by a minority of directors, cannot be accepted as official policy until a quorum of the board has passed upon it in a regular or special meeting.

Visitors

In the State of Washington it is mandatory that all board meetings at which official actions are taken be open to the public. Even

if this were not the case, the people in the community have every right to observe the workings of their representatives while they are in session.

Notice of meetings must be given, well in advance, to all news media serving the area: radio, television and newspapers. There should be wide publicity about the date, time and place of all meetings, together with a summary of the agenda.

The tactic of going into private or executive sessions in order to avoid the attendance of the public when discussing questions of policy is illegal. However, when dealing with personnel questions or preliminary discussions pertaining to site selection such a practice is not only permissible, but desirable. It is unlikely that these few occasions will present any problem if the school board shows every consideration to the public in the transaction of its regular routine business.

Ordinarily all petitions and requests for an audience by delegations should be directed to the superintendent of schools. Board members can require that this procedure be followed. If these requests come to the superintendent's office several days in advance of a meeting, they can be included on the agenda. This also gives the superintendent time to accumulate factual information related to the problems raised by the people who intend to visit the meeting.

The board should make it a practice to treat every request with courtesy since the people concerned felt it was important enough that they arranged to be heard.

As indicated earlier, in the section dealing with the order of business at board meetings, it is desirable that visitors be given an opportunity to be heard as soon as possible so that they may leave before the end of the meeting if they so desire.

'Welcome to the Meeting'

In order to make visitors to board meetings more aware of what is happening, many school districts prepare an inexpensive brochure entitled "Welcome to the Board of Education Meeting." In addition to explaining the procedures of the meeting, the brochure informs the public about the board of education.

Information in the brochure should include the names of the directors and the administrative officers, a discussion about the role of the board and of the superintendent, the time and location of board meetings, the order of business, and a detailed explanation of the board's policy on audience participation in its meetings.

Legal Counsel

The county prosecuting attorney is required by law to act as legal counsel for each school district in the county. Further, he she may be required to prepare all legal papers and represent each district in any criminal or civil action to which the school district is a party. Boards have the power, however, to employ private counsel if they deem it advisable.

Whenever there is doubt as to the legality of a contemplated action, the board should request and be guided by a written legal opinion. A competent superintendent should keep sufficiently informed as to the general scope of school law so that recommendations can be made to the board as to when legal advice should be sought. The Attorney General is the supreme counsel for school districts' legal problems and the courts are the final arbiter.

Attendance of the Superintendent

The superintendent of schools, as the board's executive officer and chief professional advisor, should attend all meetings of the board, including committee meetings, except when the board considers the superintendent's position or salary.

As the board's professional advisor, the superintendent should be expected to enter freely into the discussion. In those instances when the superintendent differs with the members of the board, his/her opinion should be considered, but a vote against his her stand should not be considered as an indication of lack of support or lack of confidence in the superintendent.

Tone of Meetings

Because the school board is a small deliberative body, the business of the district should be transacted as informally as efficient procedure will permit and in an atmosphere that will encourage the participation of all members. Although the superintendent may exert considerable influence on the tone of the meeting, the actual climate of the meeting is usually established by the president of the board. Certainly this should be a consideration when the president is elected.

Often there may be some difference of opinion among board members. It should be realized that, even though motions are passed by a majority rather than unanimously, every member is obligated to support the resulting policy or decision. Although harmony within the board is a desirable objective, the passing or rejecting of all motions by a unanimous vote, after a previous majority informal unrecorded vote, is too high a price to pay for it. Some members may feel strongly enough on a given issue to want to be recorded as favoring or opposing it in spite of the majority vote. They may be supported in their opinion when the voters go to the polls the next time.

Meetings of the board should be governed by simple rules of parliamentary procedure. As a means to this end, the board should adopt a standard manual such as **Robert's Rules of Order, Revised,** as a guide.

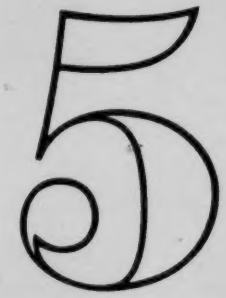
Expediting the Meetings

Below are listed some of the practices which will prevent waste of time at school board meetings:

1. Using an agenda of business, prepared in advance.
2. Employing ordinary rules of parliamentary procedure.
3. Beginning meetings on time as scheduled.
4. Eliminating the reading of minutes during the meeting by furnishing copies to the members in advance.
5. Requiring advance submission to board members of systematically arranged information and recommendations on items of business to be considered.
6. Following closely the schedule of items to be considered.
7. Holding to the subject during discussions.
8. Using adequate records.
9. Utilizing as many written reports as possible and furnishing copies to members in advance. It is well to require that written reports conclude with a summary of findings and recommendations.

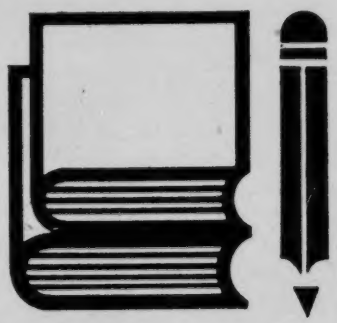
10. Frequently using the specialized knowledge of the professional staff.
11. Limiting the school board to its proper functions and leaving administrative details to the superintendent.
12. Establishing and operating within written school board policy.
13. Avoiding standing committees.
14. Infrequently using special committees.
15. Using standard business forms and procedures.
16. Adopting a good financial budget and then authorizing expenditures within budgetary classifications as approved.
17. Having ready knowledge of legal powers, duties and procedures.
18. Having ready availability of sources of information for use when needed.
19. Requiring the clear statement of each issue in a carefully phrased motion.
20. Conducting the actual vote with some formality. The chairman of course has a vote, being a board member, but he/she usually votes last so that it will not appear to onlookers that he/she is dominating decision making.

Establishing Policy



Nearly all authorities of educational administration agree that legislation or policy making is one of the most important board functions. It is further agreed that the responsibility for the actual **operation** of the schools and the **details of management** should be delegated to the superintendent of schools. However, **the superintendent of schools works within the framework of educational policy established by the legislative body — the board of education.**

The first essential for satisfactory policy making is to distinguish between a policy and a rule or regulation which deals primarily with administration. **A policy is simply a principle to be followed in deciding cases or problems that may arise in a given phase of education.** Rules and regulations that are consistent with these policies are then formulated by the superintendent and his staff and submitted to the school board for approval.



Policies formed by the school board should be broad enough to indicate a line of action to be taken by the superintendent in meeting a number of problems. The application of such policies to individual problems is an administrative detail to be performed by the superintendent.

For example, the board might adopt this policy: "The district will provide free of charge all books, supplies and equipment necessary for pupils to complete satisfactorily the course of study." There would be numerous details of administering such a policy, and they would be delegated to the superintendent and other staff.

It is easy to see that, if policies are very minute and specific, it may be difficult to harmonize them or they may crystalize action and become a hindrance to progress or functioning. Just where policy ends and concrete devices for applying policy begin may at times be difficult to define; but this is because a principle of action is confused with the management of a specific case of action.

There are numerous ways of forming policy. It may result from the recommendation of the superintendent of schools; it may emerge from good (or bad) experiences in the school district; it may be formed as a result of action taken by the board on an important problem or issue of immediate concern; it may develop through long-range planning and cooperative study involving school board, superintendent, teachers, groups of students and lay citizens or it may result from negotiations with employee representatives.

Educational policy exists in the form of recorded action in the minutes of school board meetings; in handbooks prepared and adopted

for the use of all the personnel of the district; in informal statements printed and distributed widely through the system; or in a vague, informal, commonly accepted state of being which is taken for granted. The best place for it is in a written, looseleaf "Policy Book" which is kept up-to-date, kept brief and kept separately from rules and regulations.

As a general rule, policies should cover such topics as school district organization, school board operations, general school administration, fiscal management, business management, facility expansion program, personnel, negotiations, instructional program, students, general public relations, interorganizational relations, education agency relations, etc.

In most cases it is also desirable for the board to adopt rules and regulations which will implement the principles established in its statements of policy. For example, the board should undoubtedly adopt and follow a policy of conducting its meetings in an orderly and business-like manner. However, this alone does not tell how the meeting should be conducted, prescribe the order of business, explain the procedure of hearing delegations and petitions, or any of the other mechanics of transacting the district's business. Adopting detailed rules and regulations will help to implement the general policy statement.

There Must Be Control

Washington law specifies that the boards of directors of all classes of districts have the power and duty to make bylaws for their own government **and for the government of the public schools.** There should be no inconsistencies between such bylaws and the state law or instructions from the Superintendent of Public Instruction or the State Board of Education.

There are distinct advantages in having both policies and rules and regulations in written form. Five are noted as follows:

1. **Orientation of new board members and staff.** Written policies, rules and regulations are one of the quickest and best ways of acquainting new directors and other personnel with the school system, its organization, relationships and duties, and procedures.
2. **Guidance for the school system.** Policies serve not only as guides for present action but also facilitate planning for the future. Most school administrators and boards of education who have operated with them recognize their value in fixing responsibility.
3. **Continuity in school administration.** Since the membership of the board of directors changes constantly and the tenure of superintendents is not too long in many districts, policies and rules and regulations which are in written form will tend to made the administration of the school more consistent and stable. However, written policies should be dynamic. Once stated in written form, they are not eternal and can be changed. Changes should be made as the need arises but should be based on study and well-thought out proposals.
4. **Improvement of general efficiency.** The effectiveness of the school is largely dependent upon how well each member

understands his place in it. Written policies encourage such understanding, define duties and services, outline the flow of responsibility and authority, and tend to promote efficiency.

5. **Public relations.** Written policies should be made available to the people of the community to let them know what the schools stand for and how they are expected to achieve their goals. Policies also assure fair treatment to the various segments of the community and groups which have contacts with the schools, for example, in the use of the schools' facilities.

Reasons Written Policies Are Important

School boards today must deal with the conflicting demands of militant employee groups, restless students, angry community factions, and troubled taxpayers. They must cope with new modes of manners and morals, with the knowledge explosion, with the development of new educational technologies, with profound changes in social patterns and power structures. School boards are expected to be both "managers of change and diversity" and also conservators of the best of our nation's traditional values. The job of school board governance today is difficult indeed.

Written policies make the job possible. They are the essential mechanisms of a soundly organized and efficiently operated school system.

- Written policies show everyone that the board is running a business-like operation.
- They inform everyone about the board's intent, goals, and aspirations. Ambiguity, confusion, and trouble are more likely to result when policies are not in writing.
- They give credence to board actions.
- They establish a legal record. This is especially important for those policies that carry the force of law.
- They are impersonal. They make whimsical administration difficult.
- They foster stability and continuity. Board and staff members come and go, but the policy manual (kept updated, of course) endures and helps assure smooth transitions when organizational or staff changes occur.
- They give the public a means to evaluate board performance. Publicly pronounced policy statements prove that the board is willing to be held accountable for its decisions.
- They contribute to the board's efficiency. Many routine decisions can be incorporated into written policies, thereby freeing up board meeting time for more important matters.
- They clarify board-superintendent functions. When the board establishes policy guidelines, the superintendent can get on with his/her daily work.
- They help disarm crackpot critics. The accusations of local cranks seldom prevail in districts that have clearcut and timely written policies that reflect thorough research, sound judgment, and careful planning.

Policy Development

Policies may be formed in advance or may be constructed from experience. If formed from experience there is a need to go back

through the past actions of the board — the minutes book — and accept, reject, or modify to suit present situations. Although either method or a combination of the two may be used, there will still be new business for which there will be no guiding policy.

The following steps are suggested in order to initiate the process:

1. Go back over the board's minutes and take out all resolutions approved by the board that can be considered policy.
2. List and classify these resolutions within a desirable pattern.
3. The board of education should determine which policies established in the past no longer apply, are obsolete or vague, or are in conflict with each other; and what areas of school operation are not clearly covered by adequate policies.
4. Committees should then be organized for each of the areas and given copies of the sections which deal with them and their work. Lay people, students, teachers, custodians, and everyone concerned should be included on the committees.
5. Committees should then meet with the superintendent to suggest additions, changes and revisions.
6. During this process the board should study existing policies and note desirable changes and additions.
7. The committees' suggestions are considered and reviewed by the board as they are developed and presented.
8. The final draft of the policies can be made from those formerly adopted, the newly developed policies from the committees, and those developed specifically by the board.

Policies developed in this process will represent the combined thinking by all groups concerned.

Boards should have their policies and (separately) the rules and regulations of the system bound in loose-leaf form in order that amendments, alterations, and new policies and regulations can be added as the need arises. Keeping the policies and rules and regulations up to date with the changing needs of the school system is an important legislative function.

Commercial systems for organizing school policies are available as are policy-making aids from the National School Boards Association.

Deviation From Policy

Generally, good policy will stand the test of many different kinds of demands and variables. Yet, it is almost impossible to foresee all of the situations for which policies will be needed. Also, it is sometimes difficult to apply a given policy evenly under extreme situations. For instance, policies regarding busing might have to be deviated from because of weather, fuel shortages, a breakdown of equipment, etc. New policies become necessary due to "changing times" or community acceptance.

When a board finds that it is deviating from policy on a rather regular basis, then it should re-study the old policy, decide what is wrong and proceed to change it.

Effective Policies

Effective policies have several characteristics in common. They are legally sound. They are keyed to the needs of the local district and are the products of local effort and the broad involvement of many constituents — students, staff, public, others. They are accessible. They are easy to locate, easy to use, easy to understand. They are comprehensive, covering all major areas of school board concern. They are distinguishable from rules and regulations. They reflect sound research and sound educational thinking. And they are subject to re-evaluation at any time.

School Board-Superintendent Relations

The board of education is responsible for the conduct of the schools and all that occurs in them. The efficiency of the board is, however, generally indicated by the extent to which it is able to delegate administrative functions, so its membership can devote attention to the important problems of the school district.

One of the most significant functions of a board of education is its selection of a superintendent of schools. An equally important duty is to help the chief administrator to work effectively and to maintain a harmonious working atmosphere. In every phase of school district management the superintendent is the officer to whom the board should first look for leadership, guidance and recommendations.

It is recognized that school directors are not trained in the technical aspects of school administration. They select an executive officer — the superintendent — who has had such training. It is that person's responsibility to advise the board on sound educational procedures. Some authorities consider this aspect of the superintendent's job to be the most important.

Board responsibilities presuppose, among other things, a familiarity with the aims of education, a knowledge of the essential elements of the school program, and an understanding of sound principles of organization, management, and financial support. With the help of a professionally trained superintendent, a basic knowledge of these is within reach of all school directors.

There are two essentials for establishing and maintaining satisfactory relationships between the superintendent and the school board:

1. A thorough knowledge by each of the duties and functions to be performed by the other, and
2. Ability and willingness of each to perform the duties which have been previously determined and carefully formulated.

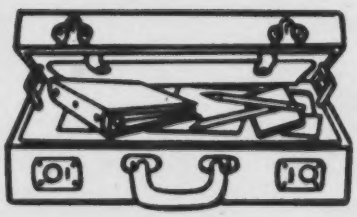
Board Duties

It is agreed by authorities in the field of educational administration that the legislation of policies is the most important function of the school board and that the execution of these policies should be left wholly to the professional expert, the superintendent of schools. Boards of education do not have the time to execute the policies, nor do they usually have the technical training needed for

such work. In summary, **the function of the board of education is not to run the schools but to see that they are run effectively.**

In line with this basic assumption there has come to be a substantial list of proper duties for school boards which have stood the test of time:

1. Select the superintendent of schools and support him/her in the discharge of his/her duties.
2. Pass upon the annual budget prepared by the superintendent of schools and his/her assistants (budget sources and amount of revenue available as well as expenditures).
3. Debate and pass upon recommendations of the superintendent of schools for additional capital outlays — buildings, sites, improvements — and determine the means of financing such outlays.
4. Discuss with the superintendent his/her recommendations for extensions or readjustments of the scope of educational activities, and work together toward decisions.
5. Appoint (upon nomination and recommendation of the superintendent of schools), teachers, principals, and other employees.
6. After consultation with the superintendent of schools and following negotiations with the representatives of the staff's majority organizations, determine the schedule of salaries.
7. Require and consider regular reports of the business transacted or pending and of the financial status of the system.
8. Require and discuss reports of the superintendent of schools concerning progress of the schools, in terms of achievement of pupils, teachers, and supervisors.
9. Following consultation with the superintendent of schools and following negotiations with the representatives of the staff's majority organizations, determine the policies and rules and regulations for the government of the school system.
10. Consider and pass upon architect's plans, approved by the superintendent and his/her assistants, for buildings that have been authorized.
11. Represent the needs of the schools before the patrons of the district and the legislature.
12. Consider and approve the list of bills previously authorized and in line with the budget.
13. Consider recommendations of the superintendent of schools on legal matters and decide steps to be taken.
14. Consider and adopt textbooks and other instructional materials recommended by the instructional materials committee.
15. Approve courses of study recommended by the superintendent of schools.



16. Act as a court of final appeal for teachers, supervisors, and patrons in cases which the superintendent has not been able to dispose of or which may be appealed from his her decision.
17. Consider communications, written or oral, from citizens or organizations on matters of administration or policy.

Superintendent Duties

The superintendent is the person chosen to translate the will of the board into administrative action. There is no question of a board's right to delegate its executive powers, but in no case can the board escape responsibility for the actions of agents to whom it delegates them. A competent superintendent should be granted much freedom in managing the schools within established policies and should be held responsible by the board for results. The following functions are among those which should be fulfilled by the superintendent. The list is not intended to be complete, but rather to be suggestive and helpful to directors.

1. The superintendent of schools shall be considered the chief executive officer for the board of education.
2. The superintendent is responsible for carrying out all policies, rules and regulations established by the board.
3. In cases of matters not specifically covered by board policies, the superintendent shall take what he/she considers to be appropriate action and report such action to the board not later than the next regular board meeting.
4. All individuals employed by the board are responsible, either directly or indirectly, to the superintendent of schools.
5. The superintendent shall make such rules and give such instructions to school employees as may be necessary to make policies of the board effective. The superintendent may delegate responsibilities and assign duties. However, such delegation and assignments shall not relieve the superintendent of final responsibility for actions of subordinates.
6. Except when matters pertaining to his her re-employment are being considered by the board, the superintendent shall be present at all meetings of the board and its special committees. He she should act as an advisory officer to the board.
7. The superintendent shall be responsible for preparing and submitting to the board a preliminary budget for the ensuing fiscal year.
8. In accordance with policies of the board, the superintendent shall have power within the limits of major appropriations approved by the board, to approve and direct all purchases and expenditures.
9. The superintendent shall submit in writing his recommendations for all candidates for employment.

The board has the power to reject specific candidates recommended by the superintendent, but should employ other candidates only on his/her recommendation.

10. The superintendent shall formulate and recommend personnel policies requisite for efficient functioning of the school staff for the consideration of the board. Policies approved by the board shall be implemented by written rules and regulations. The superintendent shall be responsible for the assignment of all personnel within the school district.
11. The superintendent shall provide professional leadership for the educational program of the schools. The superintendent shall formulate necessary developments in educational policies and present them to the board for its consideration. The superintendent shall develop a system for regularly reporting to the board all aspects of the school district's educational program for the express purpose of keeping the board informed.
12. The superintendent shall formulate and administer means of periodically evaluating the efficiency of each staff member and shall report these findings to the board.
13. The superintendent is responsible for the development of a plan for maintenance, improvement, or expansion of buildings and site facilities needed to provide properly for an adequate educational program.
14. The superintendent is responsible for planning means of keeping the community informed about school matters, and shall serve as a representative of the schools before the public.
15. Within budget appropriations and travel policy approved by the board, the superintendent is authorized to approve expenses for employees traveling on official business.
16. The superintendent shall submit to the board an annual report on the operation of the school system. Special reports asked for by the board shall be submitted within reasonable time.
17. The superintendent shall keep a continuous inventory of all property, furniture, material and supplies of the school district.
18. By April 1 the superintendent shall submit for board approval a school calendar for the ensuing year.
19. The superintendent shall formulate and administer a program of supervision for the schools.

Educational Advisor

One of the superintendent's main functions is to act as educational advisor to the board of education. Whenever a matter of policy is involved, the board should expect the superintendent to offer

advice and counsel as to how the matter under discussion would affect the schools. The policies and plans adopted by the board must be put into effect by the administrator. There is no substitute for the superintendent's background of professional training and experience as a resource for the board if it is to legislate for the best results of the school system.

Selection of a Superintendent

The selection of a superintendent is a task that demands much time and effort, but it is time and effort well spent when the result is a smooth-running school system under the active leadership of an able superintendent. The educational welfare of the children in the community depends upon the board's selection of an effective administrator.

The first, and one of the most important, steps in the process of hiring a new superintendent of schools is the preparation and adoption of specifications and qualifications required for the position. The board should specify the level and kind of experience required, age limits, character traits, salary, and any other professional or personal qualifications which it feels are necessary for the particular job.

In addition to this, the following steps are recommended:

1. Decide whether there are employees in the system who are qualified for the position. Equal consideration should be given to these individuals and to applicants from outside the system.
2. Since Washington boards are relatively small, they may act as a committee of the whole in screening applicants for the position.

   It is suggested that the board work with one or more educators familiar with the techniques ability. It is imperative that counsel from professional educators be provided for in some way.

   The first step for this group is to obtain the nomination of a considerable list of possible candidates, from college placement bureaus, deans of schools of education, presidents of teachers' colleges and professors of educational administration.
3. The board should be provided with clerical help and there should be a place set aside for their activity where files can be kept, interviews can be held, members can work as they have time, and meetings can be held.
4. It should be stressed that the chief function of this group is to conduct a search for candidates of high calibre, rather than to wait for them to appear.
5. All applications, written and personal, should funnel through the board, acting as a committee of the whole. This arrangement should be adhered to by all board members who should refer all inquries and suggestions to the whole group. Doing so will save the time of board members and of candidates and give the board complete control of the situation.
6. Making applications in person should be discouraged by the board until after it has had time to review

the records well enough to determine which ones have some chance to be seriously considered.

7. Each candidate should have a set of credentials furnished by his/her college or university. Whatever the nature of the credentials that may come without solicitation, the board will need to obtain supplementary and verification data on its own accord in connection with all candidates who are being seriously considered.
8. In the semi-final work of the board, personal interviews should be held with several of the most promising candidates. Such interviews should be planned to yield information on personality, apparent integrity, professional knowledge, and other matters of importance not covered completely in the written record. The results of the interview with each candidate should be summarized in writing, and filed with the other records of the candidate before reactions are forgotten or confused.
9. It is usually desirable for the board to make discreet visits to the communities where a few of the top candidates have lived and worked. The purpose is to gather first-hand knowledge of the degree to which the candidate has seemed to influence the community in an educational way — to catch something of the spirit of his/her service. An additional source of information is the staff or teachers in his/her system. These people are best qualified to react to the candidate's ability to maintain high staff morale — to have subordinates working together as a team.
10. It should be emphasized that the board as a whole should choose the new superintendent from among a few of the top ranking candidates. This gives the final and crucial choice a broader base and tends to insure a better match between the qualifications of the one finally chosen and the board's liking. Because of the extreme importance of the final step in the procedures, there should be a well managed interview of adequate length between each of the candidates and the assembled board of education.

    It is not considered good practice to give publicity to any of the candidates except the successful one. News released concerning those that have not been chosen for the position would serve no purpose except to satisfy curiosity and to embarrass the the candidates. It is important that, after the final selection is made, letters be written to each candidate who applied for the position, giving them the name of the successful candidate and thanking them for their interest in the position.

The above steps are only a brief outline of the process involved in selecting a new superintendent. Information explaining these steps in detail is available from the Washington State School Directors' Association.

Term and Tenure

The directors of all school districts in the State of Washington have statutory power to employ a superintendent for a term of not more than three years. From studies of tenure which have been conducted on a nationwide basis it has been found that, at least in the recent past, too short tenure has been more common in smaller than in larger school systems. This is true because of the greater number of smaller schools and because of the tendency of small-system superintendents to try to find positions in larger systems.

Even though there is a legal limitation on the length of the contract period, school directors need to make every effort to keep a good superintendent over as long a period as possible so as to maintain a continuity of policy and develop an adequate and sound educational program.

Salary

It is not possible to set arbitrary sums which superintendents of schools should receive in different classes of districts. There are too many variables involved such as the extent of experience and training, the number of years in the current position, the size of the school system, and the degree of success he/she is experiencing. The following measures of adequacy of the superintendent's salary are suggested:

1. It should be the largest salary paid in the system.
2. The beginning salary should allow for increments if the superintendent remains with the district and his/her services are satisfactory.
3. It should compare favorably with the average income of other professional men in the community with similar amounts of training and experience.

There are also certain factors which should be considered in arriving at a figure for the salary of the superintendent.

1. Extent of professional training and experience.
2. The size of the school district and the responsibilities of the position. This includes the number of pupils, the number of teachers, and the ability of the district to support education.
3. The level of teachers' salaries and those of other employees of the district.
4. Probably the most important is the intangible factor of the qualifications and ability of the superintendent and the evaluation placed on his/her administration by the board and the community.
5. The number of subordinate employees and the amount of funds involved in the school budget should also be given weight, as they frequently are in industry.

Directors need a clear understanding of the superintendent's duties and responsibilities in order to assess his/her worth to the district and to set the salary. Appraisal of the superintendent for salary purposes will be facilitated by consideration of the following section.

Evaluation

After employing a superintendent, a board shares in the responsibility for that person's success. To develop and maintain an effective

working relationship, a periodic review of the superintendent's responsibilities and a frank discussion of the superintendent's performance is necessary. Such evaluation is not only good personnel practice — it's legally required by Washington State law.

The evaluation should be based upon the views and expectations of the board as expressed in the goals and objectives of the school district and as set forth in the superintendent's job description.

Evaluation is a valuable tool in establishing and carrying out the goals of any operation. Among the purposes of evaluating the superintendent are the following:

1. To establish and maintain good working relationships between the board and superintendent.
2. To define the functions and responsibilities of the superintendent.
3. To improve performance by suggesting areas of responsibility and operating techniques that may be strengthened.
4. To give encouragement and commendation for work well done.
5. To record some evidence of performance and improvement.
6. To offer a guide for the superintendent's self-appraisal of his/her own characteristics and skills.
7. To provide an opportunity for the board and superintendent to confer at periodic intervals on his/her performance.
8. To offer a procedure for comprehensive and dispassionate appraisal in a setting other than during times of crisis.
9. To establish reasonable standards for continued employment.

Guidelines for evaluating the superintendent may be obtained from the Washington State School Directors' Association. Following is a list of characteristics which boards may want to consider as they approach this task of appraisal.

1. Reputation as a person and as a public worker.
2. Aggressiveness and skill in promoting a workable program for the welfare and continuous improvement of the community.
3. Personal courage, exercised with appropriate tact, in facing opposition to the school or the school's program of progress.
4. Avoidance of fanfare and self-publicity in public relations.
5. Knowledge and appreciation of the value of public funds and ability to propose school budgets accordingly.
6. Skill and application in searching for and obtaining high-grade teachers, supervisors, and staff members as needed and in assigning them to tasks well adapted to their special abilities.
7. Ability to deal democratically and effectively with both certificated and non-certificated employees of the schools; that is, in such a way as to maintain

their respect and at the same time to stimulate them to wholehearted effort.

8. Genuine interest in, and understanding and appreciation of, children and youth in their problems of "growing up".
9. Promptness and skill in keeping the board of education and public well informed about what is going on in the schools through adequate oral and written reports to the board and to the people, effective relations with the press, and well-planned and well-managed school activity demonstrations and exhibits.
10. Tendency to keep his/her feet on the ground, holding due respect for traditional procedures, yet changing, when advisable, to new and better methods.
11. Capacity for maintaining the respect of educational leaders in neighboring communities and with the leaders in schools of similar size and prominence throughout the region, state, or nation.

When evaluating the administrator of a school, the board of directors should be cognizant of the fact that administration **in itself** has no purpose or achievement. Its measure can be taken only in terms of the improvement it has made in the program of the school, in the lives and work of the teachers and others in the schools, in the creative and growing experiences of the children, and in the bettering of community living. These judgments can be based only on the objectives and philosophy of the system. The appraisal of the work of the schools is largely the appraisal of the superintendent.

The American Association of School Administrators recognizes that an efficient school administration will provide for:

1. Cooperative endeavor in the formulation of educational policies and the utilization of the intellectual and professional resources of the whole school staff.
2. A plan by which any individual employee may present his/her suggestions and appeals directly to the superintendent of schools, when the usual administrative channels do not function.
3. Opportunity for organized groups within the personnel to offer their well-considered recommendations to the superintendent of schools and to the board of education.

The outline of points suggested above is not intended to include all of the indications of a superintendent's ability to administer a school system, but they are considered important elements. A complete evaluation of all the aspects of the schools would be necessary to arrive at a comprehensive appraisal of the executive.

Keeping a Good Superintendent

Since the statutory provisions for power and duties are vested in the board of education, the ability of the superintendent to have a good school system lies largely in the hands of that body. If the board has obtained a qualified executive, it can do much to help that person become a success and, therefore, more likely to continue

serving the district. This does not imply that it is necessary for the board to approve every action of the superintendent. It does, however, indicate the necessity for a good deal of cooperation and teamwork.

There should be an early agreement with the new superintendent regarding what the board will expect as well as what he/she may depend upon from them. This agreement may be greatly facilitated by the establishment and use of written policies, rules and regulations.

The superintendent must have the wholehearted support of the board. When he/she is no longer deserving of such support, it is time for a change in administrators.

As the new superintendent stays with a school district and grows in the job, that person should receive increases in salary commensurate with his/her worth to the school district.

Consideration should be given to furnishing adequate clerical help as well as facilities such as office space and modern equipment. Too often the effectiveness of administrators, and teachers as well, is greatly reduced due to excessive clerical duties and lack of proper equipment.

Boards of education can also retain the services of a good superintendent for a longer period of time if they protect him/her from criticism which arises from a minority of people who are prejudiced, lack judgment, or are impelled by selfish motives.

Perhaps the most important consideration of all is the feeling of security which comes as a result of mutual respect and trust.

Changing Superintendents

Changing superintendents can mean many things to a school system. Unfortunately, it has sometimes meant that the schools of a community suffer because the change is made hastily or unjustly. School boards need to face the fact that changing superintendents is an important step that should not be taken without serious consideration, and then only if the present administrator is incapable, or otherwise unsuitable, for doing the job.

There are unavoidable situations which force a board, even after several years of service from a superintendent, to replace their chief administrator. If, after due consideration of all factors involved, a board concludes that replacing the superintendent is essential to the best interests of the school system and the community, the change should be made with a minimum of harm to the superintendent and a minimum of confusion to the community. The matter should be discussed frankly between the superintendent and the board members, giving the superintendent the opportunity to resign or attempt to persuade the board that the conditions and practices to which they object can be improved without a change in superintendents.

Retirement of the Superintendent

A clearly stated policy on the age of retirement should be established well in advance of the time it is needed. If departure from the policy is subsequently authorized, it should be clearly identified as an exception and strictly limited as to time. The least disruption of a school and community occurs when a superintendent resigns after training and working with the successor.

Personnel Functions of the Board

The board has a responsibility of promoting good personnel relations within the school organization. When policies are made that affect school personnel, procedures should be available whereby the employees can take part in the policy-making process. Research findings regarding job satisfaction conclude that employees need to feel they have something to contribute to the organizational objectives and that their contributions are appreciated. The board of directors, with its administrative team, should adopt policies, rules and regulations which clearly define the responsibility of all staff toward helping the organization achieve its objectives.

If a disagreement develops between an employee and a member of the administration over job responsibilities the employee should have the opportunity to receive an impartial review of the specific situation. Good administration requires that all teachers have the opportunity to take a problem to their immediate superior and if not satisfied, to take it through channels to the superintendent. If the employee still is not satisfied, each has the opportunity to take the problem to the board.

Most "problems" can be settled before they reach the board. Individuals in the line of authority, between the teacher and the board, should see the use of a channel of appeal to the board as a legitimate avenue available to each employee. In no case should sanctions against the employee be threatened by the administration if an employee expresses a desire to ultimately appeal to the board.

A good concept for board members to remember is that they are board members only when the board is in session. Thus, if a school employee or any citizen of the district approaches a board member with a personal request, the board member should listen and politely refer the individual to the proper authority. This may be to a teacher, principal, counselor, superintendent, etc., depending on the request. If the request has a potential of deserving board action, it should be presented to the superintendent and if approved, placed on the board's agenda for a future board meeting. The board meeting should provide a means for both written and oral communications between the board members and the public.

Management Team

The literature in education, as in business and industry, now tends to favor a "management team" concept to direct the administration of an organization. The management team concept infers that

all administrators work cooperatively in helping the school district reach objectives. Everyone on the team has a stake in the future of the system. As it relates to education, the management team is made up of the superintendent, the assistant superintendents, directors, school principals, supervisers, and when necessary, the school attorney. In many small school districts the management team will consist of the superintendent, principal(s), the business manager, and again when necessary, the school legal counsel. The team or its representatives should be present at board meetings to furnish information and recommendations to the board.

The use of management teams will vary from district to district. The teams may be used to:

1. Coordinate district-wide job responsibilities and execute the school district's policies.
2. Serve as designers and implementers of accountability systems.
3. Encourage involvement in the policy-development process.

Board-Teaching Staff

Teachers comprise the largest single group of employees within the district, and they perform an important function. Each employee has the right to expect clearly stated personnel policies that express the district's recognition for their position. The policies, established by the employer (the board) and implemented by the administration, should be known to all employees. A procedure should be established for dealing with disputes that may arise from the interpretation of the policies.

Personnel policies are necessary to guide school administration in establishing the following programs and procedures:

1. Staff recruitment.
2. Staff orientation.
3. In-service staff development.
4. Staff evaluation.
5. Staff retention, promotion, and dismissal.

In general, the board should not become directly involved in conducting these administrative functions. Many require specialized training and experience; a function for which the administrators were employed. If the board or an individual board member does become directly involved, the administration's accountability in staff development may be reduced. The primary exception to this would be the area of recruitment of key employees such as the suprintendent, other administrative personnel, etc. A good policy to follow is that everyone employed by the board should be recommended by the superintendent. This does not require the board to employ everyone recommended by the superintendent — only those individuals on which the board and superintendent **both** agree.

Employment should be based on objective standards which are set up as board policies and not on any considerations such as personal acquaintance or friendship; political, social, or religious affiliations; the applicant's need for a job; place of residence; number of children; membership in any specific organization; marital status or sex. It is not the business of the district to furnish employment for anyone, but to make selections of staff on the basis of who will give the best returns in educational results.

While state law makes numerous provisions for certification of teachers and administrators, the local board may add to these as it sees fit. Any supplementary qualifications should be professional and not personal.

Collective Bargaining

One of the most significant acts of the legislature affecting the relationships between boards and teaching staffs is the Educational Employment Relations Act of 1975. This act sets up the procedures for collective bargaining between school boards and representatives of the teachers. (See the Washington State School Directors' Association publication **The Negotiator** for complete information regarding collective bargaining and its implementation.)

Board-Classified Personnel

Besides the certificated teaching staff a school district will employ other necessary support personnel to assure the effective and efficient operations of the district. Oftentimes they are referred to as classified or non-certificated employees. These include custodians, bus drivers, food service personnel, secretaries, clerks, etc.

These employees are important to the district because they generally:

1. work closely with and around students,
2. assist the teaching staff, and
3. contact community members on an informal basis.

Negotiating with Classified Employees

It is important, when making preparations for negotiations with classified personnel, that the data collected includes not only hours and salaries, but duties spelled out clearly in the form of job descriptions. Remember, when making comparisons, that the duties of a position may vary greatly from place to place. In order to make a valid comparison of responsibilities, one must know the job requirements in other districts.

One example of this is the custodian (sometimes described as the janitor or school engineer). In one district the job may require a low-pressure boiler operator's license and a responsibility to supervise and schedule the duties of several other custodial workers. In another district the custodian's sole duty may be sweeping.

Boards should develop, in writing, a description of each classified employee's position. It should clearly define all that is expected of the employee by the board: attitude, role as a civil servant, necessity of a job well done, ability to make satisfactory contact with the public, careful use of equipment, general appearance on the job, close adherence to safety rules, outside employment, etc. In addition, general policy should spell out clearly the district's pay schedules, pay days, holidays, vacations, health examinations, hours of work, overtime policy, health insurance, life insurance, disability pay, sick leave, retirement benefits, conditions of separation from service, and possible disciplinary action.

Adoption of Pay Scales

Only the board of education can ultimately adopt a salary schedule for its district. The board should seek the help of its superintendent and staff in drawing up the salary schedule. Boards of

education have an obligation to pay salaries which will enable the district to employ and retain teachers who provide high-quality service. A fair schedule which is honestly administered makes negotiating easier, promotes confidence and good morale among the personnel, and improves budgeting.

There is no definite answer to the question of what is an adequate salary. In fixing the salaries in its schedule, the board should take many factors into consideration.

Recommended steps in preparing a salary schedule are summarized below:

1. The school board authorizes the superintendent or the superintendent and others to make a salary schedule study.
2. The study committee may well be composed of the superintendent, a member of the board, a representative of the principals, two or three representatives of the teachers, and two or three citizens.
3. The facts are secured and studied. These facts may include such items as the present schedule, schedules in other districts, payments to workers in other occupations, cost of additional professional training, the professional status of the teaching staff, budget figures for the past several years, and the financial resources of the district.
4. Decision needs to be made as to which workers the schedule shall cover. It is often wise to include noncertificated employees as well as teachers, principals and supervisors.
5. Minimums, maximums, and increments for experience, additional training, merit, etc., next need to be established.
6. Provisions for health insurance, sick leave, leave of absence, and sabbatical leave need consideration and formulation.
7. A policy on credit allowed for military service and for experience in other professions outside teaching should be set up.
8. Provision for transfer from the old to the new schedule needs to be made.
9. After the schedule has been formulated and found to be within the financial prospects of the district, it should be presented to the board for consideration.
10. After board revision and adoption there remains the financing of the schedule which becomes a matter of business for each ensuing budget.

Evaluation

Many board members' initial reaction to evaluation is that it is a simple process. Upon further analysis, the problems of evaluation becomes apparent and the process becomes more complex.

The board must rely on the superintendent and the management team to involve teachers in developing objective and meaningful evaluation procedures. Even the most sophisticated evaluation

plans have some weaknesses. The school board should adopt an evaluation process that is based on the following principles.

1. The basic reason for evaluation of teachers should be for the improvement of instruction.
2. Development of the program should start at the policy-making level. The board of education must establish policy on a realistic basis with an understanding of both strengths and limitations of such a program.
3. Teachers must be in on the planning at the early stages.
4. In the final analysis, evaluation is an administrative responsibility. Teachers should participate but the final evaluation is administrative.
5. It must be understood that a strictly objective instrument, with a high degree of validity, has not yet been developed and a degree of subjectivity will have to be accepted if the program is to go into operation.
6. An evaluation program in a school that does not have confidence in its administrators and supervisors is doomed for failure.
7. Criteria for evaluation should be based on the broad range of research which is currently available in this area.
8. Evaluations of any type are personal and must be handled in a highly confidential manner.
9. Objective and semi-objective instruments for evaluation should not be ignored but they should be supplemented with other techniques.
10. The concept of management by objectives can be woven into a program of teacher evaluation.

A program of teacher evaluation is not something that develops overnight. It is a difficult task which requires input from all aspects of the school. The board of education, administrators, and teachers must work together if such a program is to be successful.

Rules and Regulations for Internal Management

The board of education will be wise to direct the superintendent to formulate written rules and regulations for internal management which will put into effect the over-all policy statements of the board. These publications may take the form of handbooks for personnel — teachers and pupils. These individuals are as entitled to know regulations which pertain to them as the superintendent is to have his/her duties, relationships, and responsibilities with the board clarified and in writing.

Teachers of a school system should have a part in the development of the rules and regulations which affect the internal management of the school as well as in the developing of educational policies which are established by the board of education.

The Board and Teacher Success

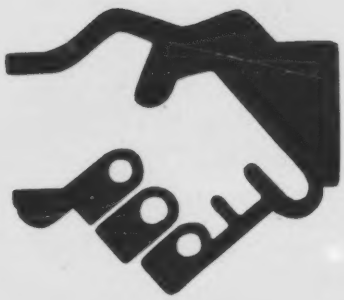
Nearly every decision which the board makes concerning the teacher and the school will add to or detract from the ability of that

person to work effectively. All of the policies enacted by the board of education which in any way affect the morale of the staff will in turn affect the teacher's opportunity to work effectively.

Good working conditions should be maintained. Working space, equipment, and supplies should be sufficient and well planned. This requirement applies to offices, shops, and supply rooms, as well as to classrooms, laboratories, and other teaching space. All of these facilities should be conveniently located and arranged, and should meet desirable standards of heating, lighting, ventilation and cleanliness.

The health and physical welfare of all employees and their hours of service, work loads, and sick leaves should be considered.

It is important that the whole array of sound employment practices and service conditions be recognized. Too frequently attention is centered on one aspect of the personnel problem, such as salaries, and all other matters are neglected.



Good morale and the resulting desire to do high-quality work can be built in subtle ways. A word of praise for a job well done, the privilege of a day off without losing salary, attendance by the board at school affairs, a willingness to negotiate fairly, encouragement to participate in professional organizations or to attend workshops and conventions can be important beyond the cost in terms of school funds. Sound personnel relations most often come as a result of interest in the individual coupled with respect and understanding. A policy of treating all employees as human beings, giving them that essential recognition of worth that every person needs and has a right to expect, will pay dividends in the realm of personnel relations.

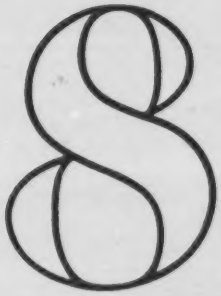
Dismissal of Teachers

Teachers and administrators in Washington are under "continuing contract" in that they are automatically re-employed for the next year unless the board gives written notice of non-renewal of contract on or before April 15.

Written notices of refusal to re-employ must specify probable causes for the action, and the teacher must be allowed an opportunity for a hearing before the school board to determine whether or not the stated causes are sufficient. The teacher may engage counsel and bring witnesses to the hearing, and within five days the directors must notify the teacher in writing of their final decision.

In addition to the procedures which are cited above as legal requirements, the board should adopt a policy which requires complete personnel records and an early warning to any employees who are giving less than satisfactory service. Superintendents and principals should be required to make every effort to help teachers overcome weaknesses. This can be done through in-service training and personal consultations. Written notice of unsatisfactory work should be given. Complete records of conferences and observations made by the supervisor are desirable.

Understanding School Finance



Cost is of primary concern in planning a school program. It is increasingly difficult to find tax dollars to meet demands for increased salaries, fund programs properly with equipment and supplies, and keep the physical plants in good operating order. Moreover, a thorough knowledge of income and expenditures, the district budget, is essential to a board member interested in obtaining the finest educational program with the dollars available to the district.

Sooner or later all educational objectives must be translated into their equivalent in dollars and cents. It is the responsibility of the board to plan and secure the financial resources necessary to realize an educational program which fits the needs of the district's students.

Board members must be aware that schools compete for the tax dollar at the local, state and national level with other services of government. Therefore, they should accept the responsibility for stating the needs of education, not only to the local taxpayers but on appropriate occasions to the State Legislature and the United States Congress as well.

The governing board is constantly faced with complex problems of business management. Thorough briefings by the district business manager and the superintendent will be helpful to board members in making wise fiscal decisions. Research shows that this phase of the school program generally occupies more of the board's time and attention than any other.

There are few, if any, districts in Washington which have sufficient tax resources to provide an educational program which is ideal in every respect and at the same time provide all other community services. It is necessary that the relative values of different aspects of the program be considered. **All of these decisions must be based on what is best for the children of the district.**

In planning the educational program, attention should be centered upon the objectives, ideals, emphasis, and standards to be achieved, especially those relating to curriculum, services, organization, personnel, and physical facilities. Only a few of these objectives and standards are set up by statutory provisions. They constitute the minimum required. But minimum programs are not adequate to serve the present-day needs of youth. Citizens of most communities desire to have better than minimum schools.

The kind of educational planning that takes place in a system is dependent upon the kinds of information available for making

decisions or formulating written policies. Some of the needed information can be found in the existing records of the school, much of it will require research within the system, and much of it will not be available until research is done outside the school.

Much of the information which is obtained for year-to-year educational planning can be used to project the program of the school into the future. However, if all planning is done on a short-term basis with a view to saving money, the board will eventually find the district without the financial capacity to provide even a meager program. Existing school plants will need to be replaced, enlarged, or remodeled; instructional materials will become outdated and worn out. Transportation equipment will become obsolete or expensive to maintain. Only inadequate building sites will remain and the prices for them will be high. In the light of changing needs, some segments of the program will become over-emphasized and some neglected. These and many other problems are sure to result from any board's reluctance or failure to plan well into the future.

Budget Making

The budget is the financial plan for the year. The two main considerations in its construction are first, the educational needs of the community, and second, the financial ability of the district. To reverse the order of these considerations is to put the cart before the horse and then tie up the horse. This is not to imply that it will be possible to finance everything that is desirable but rather that it is easier to get a better-balanced program if all the needs are considered.

Following is a set of suggested procedures in budget making:

1. The superintendent of schools is responsible for initiating the budget and acting as a leader throughout the process.
2. The budget should be prepared by all the staff as a cooperative project.
3. The various steps should be scheduled according to a careful plan and a calendar prepared to show deadlines for each of the steps.
4. The order of procedure should include:
   a) Formulation of the educational plan or program.
   b) Estimation of expenditures needed to put the program into action.
   c) Study of the financial resources of the district.
   d) Cooperative effort in fitting the expenditures to the possible income.
5. The budget items should be explained carefully so that there is a just basis for each expenditure.
6. Supporting tables and graphs may be included to explain significant changes or trends in the school expenditure pattern.
7. Planning for the budget should be continuous and not a hasty effort just before the document is due.

The Board's Responsibility

Although the superintendent and staff are responsible for the formulation of the budget, the board of directors must review it in detail, make necessary revisions and accept it by formal action.

After adoption, the administration of the budget is an executive function and becomes the responsibility of the superintendent of schools. This acceptance of the budget by the board is authorization for the superintendent to operate within its limits. All expenditures must be justified by the superintendent when the preliminary budget is reviewed for acceptance by the board. However, there is a joint responsibility shared by both the superintendent and the board to see that the schools live within the budget as adopted. School directors are personally liable for contracted indebtedness which exceeds the amount approved in the financial budget.

One of the main considerations of the board and the administration is that of economy of operation. This does not mean that they continually perform a "watchdog" service to cut expenditures in every aspect of maintenance and operation. However, if there is no evaluation or long-range planning, it may actually mean that there is a waste of taxpayers' money.

Sources of Support

The financial support for Washington's public schools is derived from four sources: state funds, county funds, local district funds, and federal funds.

1. **State Funds —**
   a) For Construction — The income which the state receives from the investment of the Permanent School Fund and from the sale of products from, and the lease or rental of school lands is deposited in the Common School Construction Fund. The income which the state receives from the investment of the Permanent School Fund and money from the sale of renewable resources (such as timber) on school lands, and receipts from the lease or rental of school lands is all deposited in the Common School Construction Fund. This fund can be used for either a "pay-as-you-go" system of school construction or to amortize the cost of state bond issues authorized by the legislature to help in financing the cost of building schools. If the latter course is followed, the amount used to amortize the bonds cannot exceed the amount of funds received as interest on the investment of the Permanent School Fund. State aid for building construction is distributed to districts by the State Board of Education. Once a district qualifies by making a minimal local effort it can receive help scaled according to its degree of need.
   b) For General Operations—The legislature makes an appropriation biennially from the State General Fund to the Current State School Fund. Current State School Funds are apportioned to school districts twelve times annually, at monthly intervals. The Superintendent of Public Instruction (1) apportions to each county the Current State School Fund the amount due the

school districts of the county and (2) notifies the State Treasurer of the amounts so apportioned. Current State School Funds are then transferred to each county treasurer for deposit to the credit of the school districts of his/her county.

The Current State School Fund is apportioned to school districts on the following basis:

a) Number of full-time equivalent students enrolled
b) A guaranteed dollar amount per weighted pupil per year
c) 90% of current approved transportation costs

"Weighting" of students gives consideration to grade level, to staff experience and training, to size of schools, and to whether school districts or individual schools are classified by the State Board of Education as being remote and necessary.

In addition, a tax levy of 8 mills on the assessed valuation of the district is made for school support and collected by the state. This money is then apportioned to local districts through an equalization formula.

The legislature also makes biennial appropriations (a) from the State General Fund to assist in financing the cost of educating handicapped children and (b) to assist in the education of young people of outstanding ability. The state funds appropriated for the education of exceptional children are distributed to school districts by the Superintendent of Public Instruction to pay the cost of such services over and above the cost of regular school services. Separate appropriations are also made in support of other areas such as vocational education, driver education, assistance to the blind, and aid to districts with urban, rural, racial and/or disadvantaged populations.

2. **County Funds** — A tax of 1% is imposed on all real estate sales. The amount developed in each county is distributed to that county's school districts in proportion to their enrollment.
3. **Local District Funds** — Additional local funds may be provided by the voters approving the imposition of excess levies. Special majorities and numbers of voters are specified by statute to pass excess levy issues. In a few districts, PUD's or other public power organizations make voluntary grants in support of public schools.
4. **Federal Funds**—In recent years significant amounts of money have become available to school districts through categorical grants by the federal government. Information regarding, and applications for those funds should be directed to the office of the State Superintendent of Public Instruction.

In addition, the federal government provides funds to local districts (a) to assist in the operation of school lunch programs; (b) to help pay the cost of veterans' education in vocational agriculture; (c) to compensate for tax revenue lost due to federal ownership of property in the district; and (d) to help pay maintenance and operation costs for Head Start and Indian Education programs.

A part of the revenues resulting from the sale of federal forest products and from payment of Taylor Grazing Act fees are allotted to the counties in which such forests or grazing lands are located. These are divided by the county commissioners between "schools" and "roads." The Educational Service District Superintendent then distributes the "schools' " share among the various school districts within each county.

Student Funds

The main responsibility of the school board in this connection is to see that the funds of student organizations are properly managed and to require monthly reports and yearly audits of the amounts. Board policy should require a central treasurer for all student accounts and faculty sponsors for all organizations in order to insure that the funds are well handled. Under this plan the principal or someone whom he appoints usually acts as the central treasurer, and this individual works directly with student treasurers and faculty sponsors.

Audit Required

The statutes of Washington require that the accounts of school districts be examined biennially by a representative of the State Auditor. It is the practice of the Auditor to examine the accounts of first-class districts annually. His examiners also audit student body accounts. The cost for the audit of these latter funds should be borne by the student body account.

The results of an audit have a real value to the board of directors because an objective over-all view of the financial circumstances of the district is presented. As a consequence the board may wish to change or revise some of its policies regarding accounting procedures, purchasing, or responsibility for handling funds and accounts.

Auditing also protects the board and the administrators who have been responsible for supervising the handling of funds, and it promotes more efficient accounting and spending procedures.

Purchasing

As defined in the statutes of Washington, the school district possesses the power to "purchase, hold and sell personal property and real estate." This implies the ultimate responsibility of the board for any purchasing program in its school system. The board, then, should formulate policies to guide the superintendent and staff in carrying out this responsibility.

There are very few legal limitations placed on the board to control its purchasing activity except that, when "the cost of any furniture, supplies, building, improvements, or repairs" equals or exceeds $2,500 it is necessary to get competitive bids.

Some authorities recommend the policy of accepting bids on amounts as low as one hundred dollars because of the saving that can often be effected. It is also suggested that board policy should not give preference to local suppliers unless the prices and quality are at least equivalent to those which are available from outside suppliers.

School boards are given express power to join with the directors of other districts in buying supplies, equipment, and services collectively by establishing and maintaining a joint purchasing agency when the directors deem it in the best interests of the district.

School Inventory

Not only does a complete inventory of school property facilitate the process of budgeting and supply management, but it is essential to have such records in case of fire. This responsibility of the board should be delegated to the superintendent and staff. A perpetual inventory is desirable because it is up to date at all times; but an annual inventory, at least, is indispensable.

Bonding

Directors of districts of the first class must, according to statutory provision, fix the amount of bond for their secretary. In no case can the bond be for less than $5,000. In addition, school districts should require that any officers or employees of the districts who handle money be bonded for the faithful discharge of their duties. The premium can be paid for from district funds.

School Operation

Volumes of written material would be necessary to fully discuss all phases of school operations. Suffice it to say that the school board members will have to rely on the superintendent of schools for specific background information concerning the individual district's operations. However, successful operation in all areas is based on careful planning.

Philosophy of Education

The natural starting point in planning for the provision of effective education in the community is the formulation of a philosophy of education. This should be a joint effort of the board, the professional staff of the school district and the citizens and pupils in the community.

Each school district should have a written statement of its philosophy of education. This statement should specify the fundamental beliefs and set forth the basic goals to be worked for in the community.

Small segments of this philosophy are influenced by statutes and rulings at the state level, but the control of local schools is largely in the hands of the governing board of the district — the school board. The scope of education within a community has to be settled before facilities, program, the number of personnel, or instructional materials can receive consideration.

The Board's Role in Educational Planning

It is the responsibility of the school board to decide on the general scope of the local educational program. This planning, however, must be done with a view to legal requirements, minimum requirements for program approval by the State Board of Education, and recommendations of the professional staff of the schools.

Planning for the program, or curriculum, of the schools should extend beyond the narrow perspective of the formal courses or subjects taught in the school. Curriculum includes all of the experiences of the pupils under the direction or sponsorship of the school.

Each local board has a responsibility:

1. To know the characteristics of a good educational program.
2. To know what is going on in its local schools and in the best school systems in other parts of the country.

3. To constantly be evaluating and improving the work of the schools.

Pressures are continually being exerted on the board and administrators of many schools to include, exclude, emphasize, or de-emphasize some section of the educational program. For instance, a patriotic organization may be concerned about the teaching of history; labor groups may feel that students are being indoctrinated with the views of management, or vice versa; businessmen may feel that commercial training should be given more attention; other groups may feel that moral training is being neglected.

The board's function is to translate all of the many desires of all the citizens for their schools into a workable and balanced program. In order to fit the program to the needs of the students, a board should be sure that they know what the community — all of it — wants. The method suggested earlier of using the community survey is probably one of the best if the sampling is scientific and thorough. People must be involved in the process of getting the answers — the "crystal ball" or "ivory tower" techniques are no longer adequate.

Steps in Educational Planning

A reasonable sequence of steps in planning the school's educational program follows:

1. Formulate a written philosophy of education — statements of fundamental beliefs and objectives or goals for the school system.
2. Study the school system thoroughly to learn the existing situation.
   a) What are present offerings?
   b) How adequate are physical facilities and other provisions for these offerings?
   c) How successful is the present educational program?
3. Determine what are the aspirations of the citizens for their schools. What are the needs which are being neglected or slighted?
4. Make policy decisions in regard to additions and improvements and plan for them in terms of their relative importance.
5. Evaluate the program in terms of results obtained. This is a continuous process and may lead to changes if findings indicate them to be desirable.

Evaluation of the Schools

The evaluation of the schools in a district is a difficult and time-consuming process, and the board has to rely upon its administrator and staff to get, and help interpret, the information needed. This evaluation must be done in light of the philosophy of education of the community.

Following are some of the methods used by boards to evaluate their schools:

1. Written and oral reports by the superintendent of schools and other administrative staff.
2. Oral demonstrations and or written reports by staff members on the outcomes of the application of board policies.

3. Visits to the schools of the district and of neighboring districts.
4. In-service education programs.
5. Meetings with evaluating committees, state education department visitors and visiting professors of education.
6. Parent, Teacher, Student Association meetings, school activities and special events.
7. Special advisory committees for presenting information about the educational program.
8. Evaluation programs by outside experts.
9. Reports of colleges and business concerns on the success of local high school graduates.

Physical Facilities

In addition to helping a board find out how well the school program is meeting pupil and community needs, evaluation of the schools also should help the board meet its responsibilities for school plants. These responsibilities include:

1. Seeing that the existing facilities are being used to best advantage in accommodating the educational program of the school.
2. Evaluating the operation and maintenance program through reports by the superintendent and responsible maintenance personnel.
3. Developing a long-range plant program so that improvements can be made which will both protect capital values and provide for better educational program.

Long-Range Planning

Long-range planning is advantageous both in regard to new construction and also in the use and maintenance of existing buildings. Temporary economy in the maintenance, remodeling, or refurnishing of old buildings can add up to waste in the long run. A small amount of money spent annually on maintenance is better management than allowing items to accumulate until a special levy is necessary to finance major programs. In the meantime, teachers and pupils are subjected to an environment which hinders learning.

Many cities and counties in the state have established planning boards and commissions. Cooperation with these planning boards will facilitate the integration of school sites into a master plan of the community.

In addition, in some communities, helpful suggestions can be obtained from local planning boards with respect to the physical layout of the school site, particularly in such matters as locating playgrounds, parking areas, and the availability of utilities.

Formally organized planning boards are usually only one of several groups, such as service clubs and Chambers of Commerce, with which school boards can cooperate to advantage in planning for educational services. This method of planning for new facilities, using lay committees as well as professional school staff and the board of education, is an attempt to obtain good ideas through group thinking and group activity.

The involvement of the community has a decided advantage in promoting public understanding and acceptance **in addition to making better decisions.**

Specific Information Needed

Before a long-range planning can begin, the board should conduct a school plant survey. It is of utmost importance to ascertain the district's present and probable future enrollments, as well as to analyze pupil population trends in different areas of the community.

The board will also want a complete picture of the district's present and probable future financial resources. To make this information available the following projects are suggested:

1. A map showing the number, kind, and cost of residential buildings erected in the community over a ten-year period.
2. A map showing zoning provisions. These show the areas of the communities which are designated for business, industry, and residences of various kinds.
3. A map showing the location and area of all public parks, playgrounds and other spaces which might be available for recreation purposes; also museums, libraries, and other educational resources.
4. Spot or pin maps for each division of the school system — elementary, junior high, and senior high school — showing the residence location of each pupil enrolled in the schools.
5. A map showing the location and area of school district property now owned and/or used for school purposes.
6. A study of tax valuations, tax rates (school and other), and excess levies for general fund, building fund, and bond redemption funds for the school district for a ten-year period preceding the date of the study.
7. A report on the outstanding school bonds of the district for each year of the twenty-year period preceding the date of the study, together with a schedule of principal and interest payments until all school bonds are completely liquidated.

To supplement the above information, the school and community will need to consider questions such as the following in order to formulate the educational program:

1. Will the school be organized in the 8-4, 6-6, 6-3-3, 6-2-4, or other pattern? Will there be nursery schools and kindergartens?
2. What will be the curriculum and what chances will there be for flexibility in the educational process?
3. What allied or extracurricular activities are to be provided?
4. What special services such as handling handicapped children or providing lunches or health services should be included?
5. What will be the limits of class size in order to

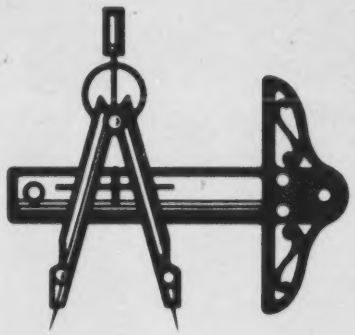
know the number and sizes of classrooms?
6. What facilities will be necessary for summer programs in instruction or recreation?
7. Should provisions be made for community recreation programs?
8. What other uses of school facilities are planned for community groups?
9. Do you plan to provide adult education programs?

Site Selection

The prime consideration in site selection is to locate the building where it will serve its school population to best advantage. In addition there are the following considerations:

1. Safety of the children
2. Physical characteristics
3. Accessibility
4. Environment
5. Cost

Selecting an Architect



The selection of the architect is an important responsibility of the board. The architect's ability to work cooperatively with the board and staff to incorporate suggestions which have come from planning groups will largely determine the success of the building program. Since, for a time, the architect becomes an employee of the district, the selection should follow processes used in selecting other school employees. This means that the school board will look to the superintendent of schools to recommend the architect who best meets the criteria for selection which they have set up in advance. It is then the board's responsibility to reject or accept the superintendent's recommendation. The following qualifications are considered basic when making the selection:

1. Is the person a legally qualified architect in good standing in the profession?
2. Can the person work cooperatively? What is the person's past record with other districts in this respect?
3. Does it appear that the architect has personal characteristics that will permit him/her to work harmoniously with board and staff members of the school district?
4. Has the architect shown an interest in school buildings to the extent of specializing in this phase of architecture?
5. Are the architect's office staff, organization, location, and financial backing such that the planning of facilities can proceed on a time schedule appropriate to plant needs of the district?
6. Does the architect recognize the need, in schoolhouse planning, for the services of numerous specialized personnel and will he/she take advantage of these specialists' contributions in a cooperative manner?
7. Does the firm have a landscape architect who can

plan for site utilization? If not, will they provide a competent consultant in this field?

8. What is the reputation of the firm in the field of functional design of modern schools?
9. Does the firm have within, or available as consultants or associates, specialists in such fields as lighting, heating, ventilation, cafeterias, shop, homemaking rooms, multipurpose rooms and other areas where specialists are needed?
10. Has the firm demonstrated that it is organized so that its cost estimates are accurate and that the costs can be altered to meet the financial ability of the district?
11. Is the firm organized to discuss the comparative costs of the alternate specifications with the representatives of the school district and call to their attention cases where savings may be made and where they should not be made?
12. Is the firm organized to care for the legal, business, and technical tasks efficiently and promptly?
13. What has been the record of the architect in performing inspections while construction is in progress?
14. Has the architect a record of friendly and cooperative relations with contractors on previous jobs?
15. Have other boards found the architect's plans and specifications to be accurate or was it necessary for them to make numerous changes after the contract was awarded and construction begun?

Additional hints on the board-architect relationship and copies of a suggested architect agreement form are available from the Washington State School Directors' Association.

Publicizing a Building Program

The process of informing the public about a building program should be continuous from the first step of the project onward. The most direct way to accomplish it is to involve people in the necessary planning and surveying. If the group which is participating is representative of the community, a great deal of information will be carried out into the district.

However, it will be necessary also that an organized program of publicity be initiated in order to reach even more people. Every available medium, such as the newspaper, radio, television, newsletters from the board, and the like, should be used by the board and superintendent.

Over-all policies relating to the maintenance and operation of school buildings are the legal responsibility of the board of education. The recommendation of policies to the board and the subsequent execution of them should be delegated to the superintendent of schools.

The key person in operating and maintaining the school facilities is the custodian who is supervised directly by the principal of the building. Custodians should be appointed to their positions by the board upon the recommendation of the superintendent the same as other school employees. Qualifications of a good custodian include

dependability and ability to cooperate with the superintendent, principal, and teachers, and some knowledge and skills in a wide range of duties such as heating, cleaning, sanitation, and care of floors. Opportunity should be provided for regular in-service training for custodians and other non-certificated personnel.

Community Use

As the school buildings are planned to be fitted to the needs of a community, they should be made available for use whenever there is no conflict or interference with the educational program. In order to facilitate such usage and to insure impartiality, the board should enact policies to govern all forseeable situations. If publicity is given to policies which encourage wide usage of facilities, the schools will become the center of community life. Such a practice will do much in helping to promote good will and understanding of the schools by the people of the community.

Insurance

Directly related to its other responsibilities in the operation of the schools is the board's responsibility to provide adequate insurance for the school district. No matter how remote the possibility of the occurence of an event, if the school board cannot afford to sustain the cost of the loss, it should be insured.

Full cooperation between school boards, their insurance agents and the insurance companies they represent is the first step in establishing a school insurance program. Once established, however sound, it cannot be forgotten. A regular review to keep it up-to-date is necessary.

The following five objectives may well serve as guideposts for school boards in the area of insurance:

1. Recognize the board's responsibility for preservation of the property and assets entrusted to its care by the citizen owners.
2. Become aware of the different kinds of losses that a school district might suffer.
3. Decide what hazards should be insured against and for how much.
4. Be assured that all insurance carried is properly written with insurance companies that are beyond question.
5. Eliminate, where possible, conditions in properties and operations that cause insurance rate penalties in order to obtain the lowest rates.

Your School Boards' Association

10

The Washington State School Directors' Association was founded in 1922 by a group of school board members who were dissatisfied with their own knowledge regarding how schools should operate. They felt a need to exchange ideas, coordinate policies between districts and have a voice at the state level.

The group's elected officers were charged with planning an annual meeting to serve as both a business session and an idea exchange. For the next twenty five years the effectiveness of this annual conference depended largely upon the ability and aggressiveness of each year's president.

In 1947, the state legislature passed an enabling act making the association an agency of the state. Thus, for the first time, the association was assured modest funding, unity and legislative recognition.

In setting up the WSSDA, the legislature decided that all boards, as a result of their election to office, should be members of the association. They reasoned that all boards needed the association's services, all deserved to have a voice at the state level, and there could not be sufficient funding to provide services unless all participated.

Funding from the local school district level was provided in order to assure the independence of the organization. The group had already found that private donations were both inadequate and unreliable. Further, it seemed wrong to ask unpaid public servants both to give of their time and to pay for the privilege. The group had also observed in other states that an independent and courageous voice can sometimes be whipped into line if it is subject to a state appropriation.

The association was also empowered to hire its own staff. Having independence of funding and staffing, it can provide the kind of practical and immediate help needed at the local level.

The legislature also decided that the association should be independent of politics, unions, professional associations and officials. Within limitations set by law and subject to examinations by the state auditor, the association is fully responsible to its members — all of the locally elected school directors of the state. They control the ascociation by direct action and through their elected board.

Organization

The school board members of Washington meet annually to determine the policies and direct the efforts of the association. Between these meetings, the Executive Committee is responsible

for carrying out the affairs of the association. This committee is composed of the officers (president, two vice-presidents, and immediate past president) and ten directors, each representing one of the state's ten director areas.

In addition, the legislative program of the association is determined at the Legislative Assembly to which each board sends one voting member. The twenty members of the Legislative Committee — two representatives from each director area — study all legislative proposals, make recommendations, and, when instructed by the Legislative Assembly, initiate legislation.

The association also has standing and ad hoc committees whose membership is made up entirely of board members, with professional people occasionally serving as advisors.

The hub of the association's activities is its headquarters, located at 200 East Union, Olympia. The professional and clerical staff of the association are there to help Washington school board members with special problems, to answer questions, to provide research or reference materials, to provide speakers for special board functions, or for such other service as they may be called upon to render.

Services

The association offers its members services in the following areas:

In-Service Education

1. Informational orientation materials for new board members.
2. Publications.
3. Three-day annual conference with workshops on dealing with board problems, discussions on educational issues, exhibits of the latest in school equipment, and opportunities to consult with experts in the field of education.
4. Regional meetings for special purposes.
5. Negotiations institutes.
6. New board member orientation seminar.
7. Workshops in areas such as public relations and lobbying techniques.

Consultation

1. The association's professional staff is available to boards or board members who want general advice, information, or help.
2. Consultants in special areas are available to school boards through arrangement with the association.
3. Aid in recruiting and selecting chief school administrators.

Negotiations

1. Negotiations institutes to help board members and administrators develop negotiating skills.
2. TIPS AND TRENDS — This periodical gives up-to-date news in the areas of school board negotiations, bargaining techniques and teacher demands.
3. Prompt responses to telephone inquiries from local boards regarding negotiations proposals.
4. Analysis of negotiations agreements and teacher proposals.
5. Assistance as counsel to school boards experiencing nego-

tiations difficulty, an impasse, or an actual or threatened teachers' strike.
6. Collection and analysis of comparative salary information.
7. Assistance and on-the-spot counsel to boards during negotiations, if requested.
8. Extensive lending library of books and pamphlets on negotiations.
9. THE NEGOTIATOR — a handbook on negotiations with school personnel.

Legislation

1. Preparation and initiation of legislation regarding public schools and their operation.
2. Annual legislative assembly.
3. Study of bills before the state legislature which affect education or the public schools.
4. Testimony at hearings on education legislation.
5. Periodic legislative bulletins reviewing status of pending legislation and suggesting course of action.
6. LEGISLATIVE REPORT — a newsletter issued weekly while the legislature is in session.
7. Legislative telephone tree for rapid dissemination of information regarding a particular legislative issue.
8. LIST — Legislative Information Service Telephone — a recorded telephone message about current legislative issues in operation during the legislative session.
9. Liaison and contact with legislators and the Governor.
10. Contact with Washington congressional representatives.

Legal

1. The association has legal counsel on retainer available to advise boards of education or their attorneys.
2. THE LEGAL POWERS OF SCHOOL BOARDS — an indexed booklet of state laws, attorney general's opinions, and State Board of Education and Superintendent of Public Instruction rules and regulations affecting school boards.
3. Services of State Attorney General including opinions on education issues.
4. Participation as amicus curiae in selected cases.

Research

1. Maintenance of a lending library devoted to school board work.
2. Maintenance of a pamphlet file on subjects pertaining to school operation.
3. A system for evaluating school architects.
4. Study of resolutions submitted for action by membership.
5. Special studies, i.e., sociological analysis of Washington board membership, status of professional negotiations.
6. Statewide surveys on topics of current interest.

Publications

1. Periodicals — COMPASS magazine (six issues per year), SIGNAL newsletter (10 issues per year), TIPS AND TRENDS, LEGISLATIVE REPORT.

2. THE LEGAL POWERS OF SCHOOL BOARDS.
3. THE NEGOTIATOR.
4. HOW TO HOLD A HEARING.
5. BOARDSMANSHIP — a handbook for school board members.
6. FIRST AID KIT FOR THE SUPERINTENDENT SELECTION PROCESS.
7. EVALUATING YOUR SUPERINTENDENT.
8. Forms — architect agreement, insurance proposal.
9. SCHOOL STRIKES — a guide for school boards.
10. Speeches of particular interest to board members.
11. Annual diary and pocket memo.
12. Special purpose fliers, promotional brochures, literature.
13. VOTERS' HANDBOOK — listing of all resolutions and positions to be considered at the association's annual business session.
14. Biennial report to the legislature.
15. Others as the need arises.

Public Relations

1. Continuous press release program regarding association activities and positions.
2. Consultative services and materials for local school district public relations programs.
3. Files of PR materials and brochures.
4. Leadership in campaigns for issues vital to education.
5. Provision of speakers on education subjects to PTSA groups, service clubs, school board meetings, etc.

Intergroup Cooperation

1. Membership in statewide groups to further education, such as Educational Roundtable.
2. Joint committee participation and meetings with state groups such as the Superintendent of Public Instruction, the Washington Association of School Administrators, the Association of Washington School Principals, the Association of Educational Service Districts, the Washington Congress of Parents, Teachers and Students, the Washington Education Association, School Information and Research Service, Department of Natural Resources, State Board of Education, Department of Motor Vehicles.
3. Assistance to Educational Service Districts in planning programs, providing information, etc.

Committee Studies and Reports

1. The association maintains committees on legislation, negotiations, vocational education, resolutions, legal counsel, small school districts, etc.
2. Each year ad hoc committees are formed to study and report on vital school problems. Examples are: superintendent credentials; WSSDA evaluation; public relations; insurance; board-architect relations; board-teacher relations; board- student relations; teacher certification.

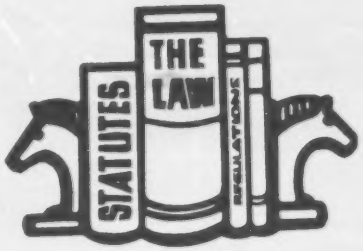
1. Staff members of the association attend all hearings, conferences and meetings where the interests of board members are involved or where it is desirable that the school board point of view be presented.
2. Membership in National School Boards Association.
3. Participation in Pacific Region activities of NSBA.
4. Membership in National Organization for Legal Problems in Education.
5. Membership in National School Public Relations Association and Educational Press Association of America.

Representation at Hearings, Conferences, State and National Meetings

1. Has arranged for school districts to be able to purchase adequate insurance.
2. Contracts with school districts to provide services on a cost reimbursable basis.

Additional Services

Enabling Act



RCW 28A.61.010 Association created. The public necessity for the coordination of programs and procedures pertaining to policymaking and to control and management among the school districts of the state is hereby recognized, and in the furtherance of such coordination there is hereby created for said purpose an agency of the state to be known as the Washington State school directors' association hereinafter designated as the school directors' association.

28A.61.020 Membership. The membership of the school directors' association shall comprise the members of the boards of directors of the school districts of the state.

28A.61.030 Powers of association. The school directors' association shall have the power:

(1) To prepare and adopt, amend and repeal a constitution and rules and regulations, and bylaws for its own organization including county or regional units and for its government and guidance: PROVIDED, That action taken with respect thereto is consistent with the provisions of RCW 28A.61.010 through 28A.61.060 or with other provisions of law;

(2) To arrange for and call such meetings of the association or of the officers and committees thereof as are deemed essential to the performance of its duties;

(3) To provide for the payment of travel and subsistence expenses incurred by members and or officers of the association and association staff while engaged in the performance of duties under direction of the association in the manner provided by RCW 28A.58.310;

(4) To employ an executive secretary and other staff and pay such employees out of the funds of the association;

(5) To conduct studies and disseminate information therefrom relative to increased efficiency in local school board administration;

(6) To buy, sell or exchange such personal and real property as necessary for the efficient operation of the association;

(7) To purchase liability insurance for school directors, which insurance may indemnify said directors against any or all liabilities for personal or bodily injuries and property damage arising from their acts or omissions while performing or while in good faith purporting to perform their official duties as school directors;

(8) Upon request by a local school district board(s) of dir-

ectors, to make available on a cost reimbursable contract basis (a) specialized services, (b) research information, and (c) consultants to advise and assist district board(s) in particular problem areas: PROVIDED, That such services, information and consultants are not already available from other state agencies, educational service districts, or from the information and research services authorized by RCW 28A.58.530; PROVIDED FURTHER, That any such contract shall be filed with the Office of Program Planning and Fiscal Management and the Legislative Budget Committee prior to the date any work commences under any such contract.

28A.61.040 Coordination of policies — Report. It shall be the duty of the school directors' association (1) to take such action as the association deems advisable to effect a coordination of policy-making, control, and management of the school districts of the state; and (2) to prepare and submit to the superintendent of public instruction annually and oftener if deemed advisable by the association, reports and recommendations respecting the aforesaid matters and any other matters which in the judgment of the association pertain to an increase in the efficiency of the common school system.

28A.61.050 Association dues — Payment. The school directors' association may establish a graduated schedule of dues for members of the association based upon the number of certificated personnel in each district. Dues shall be established for the directors of each district as a group. The total of all dues assessed shall not exceed twenty-seven cents for each one thousand dollars of the statewide total of all school districts' general fund receipts. The board of directors of a school district shall make provision for payment out of the general fund of the district of the dues of association members resident in the district, which payment shall be made in the manner provided by law for the payment of other claims against the general fund of the district. The dues for each school district shall be due and payable on the first day of January of each year, and if not paid by any district before the thirty-first day of December of any year the executive committee of the association may present a written request to the county auditor that such payment be made by him by transfer of funds from the general fund of the district. Upon receipt of such request the county auditor shall make such transfer.

28A.61.060 County or regional units. To assist the Washington state school directors' association in carrying out its purpose as provided in RCW 28A.61.010, the members of that association may establish county or regional directors' associations which shall be designated as units of the Washington state school directors' association. Each county or regional unit may establish a schedule of dues for members of the unit, which schedule shall provide for dues not in excess of one dollar per year for each member from each school district. Such membership dues shall be payable to the county or regional unit and shall be due and payable at the same time and in the same manner as the membership dues for the Washington state school directors' association are due and payable. Dues payable to a county or regional unit shall be received by the treasurer of such unit and shall be disbursed by him her upon order of the executive committee of such unit for necessary expenses incurred by such unit.

Code of Ethics

11

As a school board member:

1. I will be a staunch advocate of free public education.
2. I will uphold and enforce all laws, state board rules and regulations and court orders pertaining to schools. Desired changes should be brought about only through legal and ethical procedures.
3. I will make decisions in terms of the educational welfare of children and will strive for public schools which can meet the individual needs of all children regardless of their ability, race, sex, creed or social standing.
4. I will join with my fellow members on the board, the staff, the community and the students in continuing study of the nature, value and direction of contemporary education in our society in order to facilitate needed change in our schools.
5. I will work unremittingly to help the people of my community understand the importance of public education and the need to support it.
6. I will strive to ensure that people are accurately informed about our schools, and I will try to interpret to the staff the aspirations of the community for its schools.
7. I will recognize that my responsibility is not to run the schools, but, together with my fellow board members, to see that they are well run.
8. I will confine my board action to policy making, planning and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
9. I will arrive at conclusions only after discussing all aspects of the issues at hand with my fellow board members assembled in meeting.
10. I will recognize that authority rests with the whole board assembled in public meetings and will make no personal promises nor take any private action which may compromise the board.
11. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
12. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools.

13. I will vote to appoint, upon proper recommendation by the appropriate administrative officer, the best trained technical and professional personnel available.
14. I will support and protect school personnel in proper performance of their duties.
15. I will refer all complaints to the chief administrative officer and will act on such complaints at public meetings only after failure of an administrative solution.

Appendix A
WSSDA Constitution

ARTICLE I. NAME

This organization shall be known as the "Washington State School Directors' Association."

ARTICLE II. PURPOSE

The purpose of this Association, as provided by law, shall be to further "the coordination of programs and procedures pertaining to policy making and to control and management among the school districts of the state."

ARTICLE III. POWERS

The Washington State School Directors' Association shall have the power

a. to prepare, adopt, amend, and repeal a constitution, regulations, by-laws, and general policy statements for its own organization and for its government and guidance, provided action taken with respect thereto is not inconsistent with the provisions of law;
b. to arrange for and call such meetings of the Association, or of the officers and committees thereof, as are deemed essential to the performance of its duties;
c. to provide such services as may be directed or authorized;
d. to provide for the payment of travel and subsistence expenses incurred by members, officers and employees of the Association while engaged in the performance of duties under the direction of the Association;
e. to employ an executive secretary and other necessary personnel; and
f. to collect membership dues according to law.

ARTICLE IV. MEMBERS

Section 1. Classification of Members:

a. Regular Members: Regular members shall be the members of the boards of directors of the school districts of the State of Washington, as provided by law.
b. Associate Members: Associate members shall comprise the State Superintendent of Public Instruction and his duly appointed Deputy and Assistant State Superintendents, intermediate school district board members and superintendents, members of the State Board of Education and superintendents of school districts.
c. Honorary Members: Honorary members shall comprise the Past Presidents of the Association, and any who have rendered distinguished service to this Association or to education and have been voted into Honorary membership by the Association at an Annual Meeting.

Section 2. Privileges: Associate members and Honorary members shall be entitled to all the privileges of regular members except the right to vote and to hold elective office in this Association.

ARTICLE V. OFFICERS

Section 1. Titles: There shall be three elective officers: a President and two Vice-Presidents. One Vice-President shall be from the east side and one Vice-President from the west side of the Cascade Mountains.

Section 2. Election: The officers shall be elected at the Annual Meeting and shall take office immediately following adjournment of that meeting. They shall hold their offices for one year or until their successors are elected and installed. Their election shall be by written ballot. Those candidates receiving a majority of votes cast for the respective offices shall be declared elected. In case of no election, the two candidates receiving the highest number of votes will be candidates for re-balloting. In the event there is no contest for any office then, as to that office, a written ballot may be dispensed with and the unopposed candidate may be elected by voice vote or by a show of hands.

Section 3. Duties: The duties of these officers shall be those usually performed by such officers, in addition to those duties imposed by the Constitution and by the Executive Committee. A President, not re-elected in his district of residence, may act as presiding officer at the immediately ensuing Annual Meeting.

ARTICLE VI. EXECUTIVE COMMITTEE

Section 1. Membership: There shall be an Executive Committee which shall consist of the President, the two Vice-Presidents, the Immediate Past President, and one school director from each of the State's ten school director areas, as defined in the By-Laws.

Section 2. Election: Each Executive Committee member representing a school director area shall be nominated by caucus and elected at an Annual Meeting of the Association by a plurality of the votes cast by the school directors from that area present and voting at such meeting.

Section 3. Terms of Office: Each Executive Committee member shall hold his position until his successor has been elected and installed. The terms of the representatives from school director areas shall be for three years and staggered so that, as nearly as may be, the terms of one-third shall expire each year. The Executive Committee shall have authority to fix the length of the first terms of representatives from newly created school director areas.

Section 4. Powers and Duties:

a. The Executive Committee shall, between Annual Meetings, be charged with implementing the purposes of the Association and exercising general supervision over its affairs. It shall be charged with the duty of effecting policies and programs adopted at meetings of the Association.
b. The Executive Committee shall meet at the call of the President or on its own motion or upon the request of any four of its members.
c. The Executive Committee shall have the responsibility to prepare and approve the Association's annual budget and to control expenditures therefrom. This budget may be revised by the Executive Committee at any time.
d. The Executive Committee may, upon the initiative

of the President and with the consent of a majority of the members of the committee, take any action without a meeting that it might take at a meeting.

e. The Executive Committee shall have the power to employ an executive secretary, a treasurer, and such additional personnel as it deems necessary. The positions of executive secretary and treasurer may be combined.

f. The Executive Committee shall have the power to authorize official publications of the Association.

g. The Executive Committee shall have the power to enter into contracts.

h. The Executive Committee shall have the responsibility of submitting reports to the Superintendent of Public Instruction as required by law.

i. The Executive Committee shall have the power to provide for the payment of travel and subsistence expenses incurred by members, officers and employees of the Association while engaged in the performance of duties under the direction of the Association.

ARTICLE VII. LEGISLATIVE COMMITTEE

Section 1. Membership: There shall be a Legislative Committee which shall consist of two school directors from each school director area, as defined in the By-Laws.

Section 2. Election: At each Annual Meeting of the Association, one Legislative Committee member representing each school director area shall be nominated by director area caucus and elected by a plurality of the votes cast by the school directors from the area present and voting at such meeting. They shall assume office immediately following the Annual Conference at which elected and shall serve for two years or until their successors are elected and installed.

Section 3. Powers and Duties:

a. The Legislative Committee shall study all legislative proposals and all initiatives and referendums affecting education as they relate to the common schools and shall report its recommendations to the Executive Committee, to the Legislative Assembly, and to the membership. When instructed by the Legislative Assembly, the Legislative Committee shall initiate legislation.

b. The Legislative Committee may work with like committees of other organizations.

c. The Legislative Committee shall elect its chairman and vice-chairman at its first meeting and shall reorganize at the first meeting held a year or more after that initial organization.

d. The Legislative Committee shall meet at the call of its chairman or vice-chairman, or the President of the Association, or upon its own motion.

ARTICLE VIII. OTHER COMMITTEES

Section 1. Nominating Committee:

a. Membership: There shall be a Nominating Committee which shall consist of one director from each school director area as defined in the By-Laws and a past president who shall be appointed by the President to act as chairman. The chairman shall have the power to vote only in the event of a tie.

b. Election: Each Nominating Committee member representing a school director area shall be nominated by caucus and elected at an Annual Meeting of the Association by a plurality of the votes cast by the school directors from that area present and voting at such meeting.

c. The Nominating Committee shall, at least sixty days prior to the next Annual Meeting, nominate one or more persons for President and one or more for each Vice-President, filing these nominations in writing with the executive secretary. The executive secretary shall, not less than thirty days prior to the next Annual Meeting, forward to the membership through the Association's Newsletter or by other adequate means, the written report of the Nominating Committee.

At the Annual Meeting the chairman shall give the report of the Nominating Committee during the first general session. Nominations from the floor may be made following the reading of the report. On receipt of the nomination roll, the executive secretary shall prepare an official ballot which shall show the offices to be filled, the names of the persons nominated by the Nominating Committee, and any nominated from the floor, and which shall contain adequate space to permit a member to write in another's name as his choice for any office so designated.

d. The Nominating Committee shall be in charge of the entire proceedings of balloting for all officers.

Section 2. Additional Appointive Committees may be created by the Executive Committee. The President shall, subject to Executive Committee approval, appoint members to these commiteees.

ARTICLE IX. VACANCIES

Section 1. Termination of Local Board Membership: Except as provided in any other Article in this Constitution, a vacancy occurs in any office or position, elective or appointive, or in any committee, when the person holding the same ceases to be a member of a school district board of directors in this state; PROVIDED, That a school board member who ceases to be a member of the school board in his district of residence, may continue to serve as a member of any Association committee until the adjournment of the immediately ensuing Annual Meeting.

Section 2. Unexcused Absence: A vacancy occurs when a member of any committee, unless excused of record by the Executive Committee, is absent from two consecutive and properly called meetings of his committee.

Section 3. Replacement:

a. In the event of a vacancy in the office of President or Vice-President, the remaining members of the Executive Committee shall with convenient speed elect a successor to serve out the unexpired term.

b. In the event of a vacancy in the position of a school director area representative on the Executive Committee, the remaining members of the Executive Committee shall with convenient speed elect a successor from among the school directors in the school director area in which the vacancy occurs, to serve until the next Annual Meeting.

c. In the event of a vacancy on any other committee, the President shall with convenient speed appoint a successor.

ARTICLE X. ASSOCIATION MEETINGS

Section 1. Annual Meetings: There shall be an Annual Meeting of this Association to be held at such time and place as may be designated by the Executive Committee. It is the intent of this Association that Annual Meetings shall be held alternately on the East and West sides of the Cascade Mountains. The Annual Meeting shall be a general assembly of the state's school directors for the purpose of conveying information, determining Association positions or policies relative to any issues and conducting Association elections and other business.

Section 2. Legislative Assemblies: There shall be a Legislative Assembly consisting of one voting member

from each school board in the state. It shall meet when called by the Executive Committee. The time and place of meeting shall be designated by the President. The Legislative Assembly shall consider the Legislative Committee's report and shall determine the Association's legislative program; PROVIDED, That any position so determined may be amended, nullified or reversed by a quorum at an Annual Meeting.

Section 3. Voting:

a. Every member in attendance shall have one vote at the General Assembly.
b. Every member at the Legislative Assembly shall have a weighted vote as follows:
   Representing a district enrolling 0-1,000 students on the first school day in October; 1 vote
   Representing a district enrolling 1,001-5,000 students on the first school day in October; 3 votes
   Representing a district enrolling 5,001 or more students on the first school day in October; 6 votes
c. Matters affecting school district organization shall be voted upon only at General Assemblies.

Section 4. Special Meetings: Special meetings of the Association may be called by the Executive Committee or may be authorized by the membership at any Annual Meeting.

Section 5. Procedure: At all meetings of the Association, questions of parliamentary procedure shall be decided in accordance with Robert's Rules of Order (Revised).

Section 6. Parliamentarian: A Parliamentarian other than a member of this Association shall be appointed to serve at each Annual Meeting of the Association.

Section 7. Voting: Each regular member attending an Annual Meeting of the Association shall have one vote. At each Legislative Assembly, each board's authorized director delegate present shall have one vote.

Section 8. Record of Proceedings: A copy of the proceedings or a summary thereof of meetings of the Association shall be published in the official Newsletter of the Association or mimeographed and mailed to the members.

ARTICLE XI. QUORUMS

Section 1. Association Meetings: At all meetings of the Association, five per cent of the regular membership, as shown by the records, shall constitute a quorum.

Section 2. Committee Meetings: At meetings of any committee a majority shall constitute a quorum.

ARTICLE XII. FINANCE

Section 1. Revenue:

a. Within the limitation established by law, the school directors voting at each Annual Meeting shall determine the amount of the Association's revenue to be derived from dues for the ensuing year. The Executive Committee of the Association shall establish and levy annual dues provided that the total amount so levied shall not exceed the amount approved at the Annual Meeting.
b. A registration fee may be charged to cover, in whole or in part, the necessary expenses of meetings of the Association.

Section 2. Budget:

a. Within the total sum of anticipated revenues, an annual budget shall be prepared and expenditures controlled as provided under Article VI, Section 4, c.
b. The Association Treasurer shall submit an audited financial statement at each Annual Meeting.
c. A status of the budget report shall be made monthly by the Treasurer to the Executive Committee.

Section 3. Treasurer's Bond: The Treasurer shall be bonded in an amount determined by the Executive Committee.

Section 4. Fiscal Year: The fiscal year shall be from January 1 through December 31 and all dues shall become payable on January 1 of each year.

ARTICLE XIII. ASSOCIATION OFFICE

The Association shall maintain its principal office (and such other offices as may be necessary) at such place or places as the Executive Committee shall from time to time determine.

ARTICLE XIV. COUNTY & REGIONAL UNITS

Section 1. Formation: County or regional units may be formed by the organization of Association members under by-laws consistent with the Constitution of the State Association.

Section 2. Association Service: The employees and officers of the Association shall cooperate in the organization and conduct of county and regional units of the Association.

ARTICLE XV. AMENDMENTS

This Constitution may be amended at any Annual Meeting of the Association by a two-thirds vote of the regular members present, provided due notice, in writing, of the proposed amendment is submitted to the Executive Committee at least sixty days prior to the time of holding the regular Annual Meeting. The executive secretary shall, not less than thirty days prior to the Annual Meeting, forward to the membership through the Association's Newsletter or by other adequate means notice of all proposed changes to the Constitution.

BY-LAWS

1. Official positions or views of the Association shall be determined by the regular members at an Association meeting or, between such meetings, by the Executive Committee. Policies, positions or views of the WSSDA shall be reviewed at least every five years.
2. Legislative proposals shall be considered at a Legislative Assembly when they have been submitted to the Legislative Committee at least sixty days prior to such meeting; provided, that emergency measures may be considered after that date if referred by the Executive Committee, or, if presented in writing to the President of the Association by majority action of each of five school boards.
3. Propositions affecting the Associations' legislative action program shall be voted upon at a Legislative Assembly only after at least four hours' written notice to the voting members.
   Official positions or views of the Association, other than the legislative action program but including emergency matters shall be voted upon at an Annual General Assembly only after at least four hours' written notice to the voting members.
4. The Association shall neither endorse nor oppose candidates for political office, either partisan or non-partisan; nor shall it take a position on political issues unless they affect the operation or support of public schools.
5. No organization or individual may use the Association's mailing list for any political or commercial purpose.
6. The Executive Committee shall have authority to interpret the Constitution and By-Laws between annual sessions of this organization.
7. These by-laws may be amended at any Annual Meeting of this Association by a two-thirds majority vote of the regular members present provided notice of any

proposed change has been submitted to the voting members at least four hours prior to time of voting.

8. For the purpose of representation on the Executive, Legislative and Nominating Committees, the State is divided into ten school director areas as follows:

AREA ONE: Whatcom, Skagit, Snohomish, San Juan, and Island Counties;*

AREA TWO: Shoreline, Northshore, Seattle, Mercer Island, Bellevue, Lake Washington, and Bainbridge Island school districts;

AREA THREE: King County, except for the school districts in Director Area Two;

AREA FOUR: Thurston, Mason, Grays Harbor, Jefferson and Clallam Counties;

AREA FIVE: Pierce County and Kitsap County except for Bainbridge Island;

AREA SIX: Pacific, Lewis, Wahkiakum, Cowlitz, Clark and Skamania Counties;

AREA SEVEN: Okanogan, Chelan, Douglas and Grant Counties;

AREA EIGHT: Spokane, Lincoln, Ferry, Stevens and Pend Oreille Counties;

AREA NINE: Kittitas, Yakima and Klickitat Counties;

AREA TEN: Adams, Whitman, Benton, Franklin, Walla Walla, Columbia, Garfield and Asotin Counties.

*When an area is listed by counties, it includes the whole area of all school districts belonging to those counties as defined in RCW 28A.57.250.

Appendix B
Education Organizations

AASA	American Association of School Administrators
AAUW	American Association of University Women
AESD	Association of Educational Service Districts
AFT	American Federation of Teachers
ASBO	Association of School Business Officials
AWSP	Association of Washington School Principals
ECS	Education Commission of the States
ERIC	Educational Resources Information Center
ESD	Educational Service District
HEW	U. S. Department of Health, Education and Welfare
LWV	League of Women Voters
NAEP	National Assessment of Educational Progress
NASBE	National Association of State Boards of Education
NCCE	National Committee for Citizens in Education
NEA	National Education Association
NIE	National Institute of Education
NOLPE	National Organization for Legal Problems in Education
NSBA	National School Boards Association
NSPRA	National School Public Relations Association
NWREL	Northwest Regional Educational Laboratory
PERS	Public Employees' Retirement System
PSEW	Public School Employees of Washington
SBE	State Board of Education
SIRS	School Information and Research Service
SMI	School Management Institute
SPI	Superintendent of Public Instruction
STRS	State Teachers' Retirement System
USOE	United States Office of Education
WASA	Washington Association of School Administrators
WASBO	Washington Association of School Business Officials
WCPTS (PTSA)	Washington Congress of Parents, Teachers and Students
WEA	Washington Education Association
WIAA	Washington Interscholastic Activities Association
WSFT	Washington State Federation of Teachers
WSRC	Washington State Research Council
WSSDA	Washington State School Directors' Association

Appendix C
Sample
Official Minutes

Minutes of
A Regular Monthly Meeting of
the Board of Directors of
the ..... School District
October 14, 19.....

Call to Order

Meeting was called to order by President John R. Reece at 8:00 p.m. in Room 115, Administration Building.

Roll Call

Present: C. Anderson, F. Hutton, B. Stoner, Superintendent Towne
Absent: D. Smith

Agenda

It was moved by Hutton and seconded by Stoner to approve the agenda as prepared and disseminated to the board. Motion carried unanimously.

Approval of Minutes

The minutes of the September 15 board meeting, having been reproduced and sent to board members, were declared approved by Pres. Reece after no questions were asked and no corrections suggested.

Treasurer's Report

Treasurer's report was moved by Stoner, seconded by Anderson and approved by unanimous vote (Copy Attached).

Bills

After a brief discussion concerning increasing costs of energy and possible conservation methods the bills were moved by Anderson, seconded by Hutton and carried unanimously.

Communications

Mrs. Marks, President of the P.T.S.A., was recognized by the board. She wished to thank the board members and Superintendent Towne for their assistance in making the annual P.T.S.A. membership the best ever recorded with a total of 673 members.

Reports

Summer School Policy

The nine-member study committee named by the board in August has held two conferences as reported by Steve Oaks, Junior High Principal. The commitee, comprised by representatives from the board, P.T.S.A., teachers, administrators, and students, has not

completed its study but initial findings indicate: (1) present arrangement is adequate, (2) classes should be large enough to justify teaching expense and (3) drivers education should be offered on tuition free basis.

Enrollment

Superintendent Towne made a report on present student enrollment of 867 — down 13 from a year ago.

Property Purchase

The offer to sell the district the tract of land immediately south of Franklin by R. Bailin during the last board meeting was discussed. R. Anderson moved and B. Stoner seconded the proposal to purchase the property for $15,000.

Yeas: Anderson, Hutton

Nays: Reece, Stoner

Motion failed to receive a majority, is declared to have lost.

Resignation

Superintendent submitted for the board's consideration and recommended the acceptance of the resignation of Mrs. Marjorie Olson. B. Stoner moved, seconded by F. Hutton, that the resignation be accepted and the teacher be released from her contract for the remainder of the 19..... - ..... school year. The motion carried unanimously.

Appointment of New Teacher

Superintendent recommended that Harvey Phipps be appointed to the Junior High staff to replace Mrs. Olson, at a salary proportional to the remainder of the school year. Stoner moved, seconded by Hutton. The motion carried unanimously.

Adjournment

There was no further business to come before the board for consideration at this time. It was moved and seconded to adjourn. The motion carried and the meeting was adjourned by President Reece at 10:20 p.m.

.....
R. Reece, President

.....
K. Towne, Secretary

Appendix D

This form was cooperatively developed from consultations between representatives of the WSSDA, WASA, WASBO, AIA and Superintendent of Public Instruction. It is available from the WSSDA Service Office, 200 E. Union, Olympia, Wash. 98501. 1-20 copies, $.25 each; 21-100 copies, $.20 each.

ARCHITECTURAL AGREEMENT

THIS AGREEMENT, made and entered into this ..... day of ..... by and between

the .....

.....

Hereinafter called the "Owner", and .....

.....

Hereinafter called the "Architect" and particularly the personal services of .....
of that architectural firm

WITNESSETH that,

WHEREAS, the Owner purposes to proceed with the design and construction of:

(describe as fully as possible)

at:

at a Maximum Allowable Construction Cost of $..... for not more than .....
... square feet of area,

NOW THEREFORE, the Owner and the Architect, for the consideration hereinafter named, agree as follows:

1. The Architect agrees to perform and furnish professional architectural and / or engineering servies for the above mentioned project as hereinafter set forth in the Conditions of the Agreement.
2. The Owner agrees to pay the Architect as compensation for the Basic Services and reimbursable expenses in incidental thereto an amount equal to ..... per cent of the project construction costs, hereinafter referred to as the Basic Rate, subject to the provisions hereinafter set forth in the Conditions of the Agreement,

   or

   as otherwise noted in Article XI.

   Interpretation of the fee schedule shall be on a straight line / interpolation basis. (Strike one. If neither is stricken, "straight" shall apply.)

   Extra services and reimbursable expenses, as defined in Article III, shall be paid

   (strike either "a" or "b" which follow as not being applicable to this contract)

   a. On the basis of the rates set forth below,

      Hourly Rate (Items A through S of Article III)
      1. Principal of firm at $ ..... per hour
      2. Associate of firm at $ ..... per hour
      3. Draftsman of firm at $ ..... per hour
      4. Consultants at same rate as 1 and 2 above

      Plus the cost of authorized reimbursable items based on actual invoices.

      OR

   b. As mutually agreed upon by the parties prior to the commencement of any extra services or the incurring of extra expenses.

When requesting payment for extra services, the Architect shall submit an itemized billing showing unit cost and quantity of each item billed. In the event the Architect and Owner cannot agree to a sum for extra services, the Owner reserves the right to employ other means to accomplish the extra services.

CONDITIONS OF THE AGREEMENT

ARTICLE I
THE OWNER'S RESPONSIBILITY

A. The Owner shall designate representatives authorized to act in his behalf. He shall examine documents submitted by the Architect, render decisions and advise the Architect promptly to avoid unreasonable delay in the progress of the Architect's work.

B. The Owner shall observe the procedure of issuing orders to Contractors only through the Architect except for:
   1. The initial notice to proceed, or
   2. In the case of stop work orders, or
   3. In the case of emergency, or
   4. When the Owner's policies, personnel or property are involved.

   In every such case, the Owner shall promptly notify the Architect of the action taken.

C. The Owner shall furnish the Architect a mutually acceptable written statement of educational specifications for the project. In addition, the Owner shall furnish a statement of the school district's budget for this project and its time requirements for completion and occupancy.

   No deviation therefrom shall be made without written consent of the Owner.

D. The Owner may furnish the Architect copies of Standards for Construction setting forth the practices, systems, methods and procedures preferred or required for the design and specification of general, mechanical and electrical work.

E. The Owner shall furnish the Architect sample construction contract documents when special contract conditions are required by the Owner.

F. The Owner shall furnish a land survey of the site, prepared by a registered land surveyor (when deemed necessary by the Architect), giving applicable grades and lines of streets, alleys, pavements and adjoining property; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions, and complete data pertaining to existing buildings, other improvements and trees; and full information concerning location of all service and utility lines, both public and private, above and below grade, including inverts and depths. The survey shall be furnished at Owner's expense.

G. The Owner shall pay for the required advertisements for bids.

H. The Owner shall furnish the services of a soils engineer or other consultant when such services are

deemed necessary by the Owner and the Architect including reports, test borings, test pits, soil bearing values, percolation tests, air and water pollution tests, ground corrosion and resistivity tests and other necessary operations for determining subsoil, air and water conditions, with appropriate professional interpretations thereof. The above shall be provided at the Owner's expense.

I. The Owner shall furnish services for purposes of testing quality of concrete and reinforcing steel, fabrication and installation of structural steel, and for any other testing required, if requested by the Architect and authorized by the Owner. The above will be provided at the Owner's expense.

J. The Owner may make routine on-site inspections with his own agents. They shall consult with the Architect on problems as they may arise and assist the Architect in matters relative to coordinating the progress of the work.

ARTICLE II
BASIC SERVICES OF THE ARCHITECT

Section A — *General Items*

1. The Owner's standards for construction, if any, are for the guidance of the Architect; however, no deviation therefrom shall be made without consent of the Owner.
2. Mechanical, electrical, structural, civil and other consultants which the Architect may designate shall be subject to prior written approval by the Owner. The Architect and his consultants shall ascertain from the Owner the general requirements for the project including mechanical and electrical systems and service entrance conditions peculiar to the site that may affect the design, location or costs of the project. The Architect shall furnish to the Owner a copy of the Architect's contract(s) with his consultants.
3. The Architect shall provide to the Owner for review and approval four (4) sets of the documents upon completion of each phase of the Architect's services. If additional copies are furnished, whether for Owner or otherwise, the Architect shall be reimbursed for them in accordance with Article III, Sec. F.
4. The Architect's services, documents, procedures and supervision shall at all times comply with applicable federal, state and local laws and regulations.
5. The Architect shall provide suitable certification that he has errors and omissions insurance to the following limits: $.....
6. The Architect shall prepare an environmental assessment and / or impact statement as may be required, submit it to the board for approval and file the document in compliance with law. In the event that more than 24 man hours are required to perform this service, the Architect and the board shall negotiate an agreement as to the maximum allowable cost of the completed service.

Section B — *Schematic Design Phase*

1. The Architect shall, after award of this contract, establish and furnish to the Owner a proposed time schedule for this project's design phases. It shall be the Architect's responsibility to inform the Owner of any deviations from the proposed schedule.
2. The Architect shall consult with the Owner, or the Owner's designated representative, to ascertain and confirm the general and detailed requirements for the project as indicated in the Owner's program.
3. The Architect shall devote not fewer than ..... hours to consultations with the board, school staff and members of the community in helping to develop educational specifications for the project. Time required and authorized in excess of the specified amount shall be paid for at $..... per hour. The Architect shall confine his contacts to persons designated by the Owner.
4. As the Owner concludes the statement of educational specifications the Architect will counsel with him in regard to any unusual problems those specifications impose.
5. The Architect shall prepare schematic design documents leading to a recommended and approved solution. The schematic design documents shall include studies of the site plan, floor plans, elevations and outline specifications sufficient to indicate site conditions, plan arrangements and the general scope and character of the project. These documents shall also include schematic studies and design analyses of the mechanical, electrical and structural systems.
6. The Architect shall submit to the Owner a statement of probable total project cost at projected time of bid, itemized by major categories.
7. The Architect shall secure the Owner's written approval of the Schematic Design Phase before proceeding with the Design Development Phase.

Section C — *Design Development Phase*

1. The Architect shall prepare, based upon the approved schematic design documents, design development documents consisting of plans, elevations and other preliminary drawings, and outline specifications, required to establish and illustrate the size and character of the entire project. The design development documents shall contain a description of the kinds of materials, type of structure, mechanical and electrical systems, and such work as may be required including a description of equipment items that will be furnished under the construction contracts, and a proposed time schedule for the project through completion of construction.
2. The final design development drawings shall be prepared in a form and style suitable for presentation and reproduction. If the Architect is requested to provide brochures or special graphic presentations, he shall be reimbursed therefor in accordance with Article III, Sec. D.
3. A revised cost estimate shall be prepared by the Architect in sufficient detail and projected to a bid date on a format approved by the Owner, to give reasonable assurance that costs will be within the Maximum Allowable Construction Cost stipulated.

4. The Architect shall secure the Owner's written approval of the Design Development Phase before proceeding with the construction documents.

Section D — *Construction Documents Phase*

1. The Architect shall prepare from the approved design development documents working drawings, specifications and contract documents setting forth in detail the scope of the project, the materials, workmanship, finishes, methods of construction, equipment and the conditions affecting the work all as required for securing complete and proper guidance for all divisions of the construction work.
2. The Architect, in preparation of this phase of his work, shall follow in every respect the scope and form of the project as set forth in the approved design development drawings except that changes may be made at the written request of, or with the written consent of, the Owner subject to the provisions set forth in Article III.
3. The Architect shall prepare the working drawings and documents in form enabling the Owner to obtain either single construction contract bids or separate bids for general, electrical and mechanical work, when required, and separate bids for such other major divisions of the construction work as the parties hereto may agree.
4. All tracings constituting the contract drawings shall be prepared on tracing linen or plastic film by drawing or by other means approved by the Owner.
5. The Architect shall submit a maximum of four (4) sets of blue line prints of the completed working drawings, four (4) copies of the specifications and a final statement of probable total project cost as required for the Owner's checking and approval. Such project cost estimate shall include an itemization of alternate bids proposed, and the estimated cost to be added to or deducted therefrom. Check and approval of the drawings, specifications and calculations and other construction documents by the Owner shall not relieve the designing Architect of any responsibility for their completeness and accuracy. Adequate time for the Owner's final review shall be allowed prior to advertising for bids.

Section E — *Bidding Phase*

1. Upon request by the Owner, the Architect shall prepare the required advertisements for bids.
2. After approval of the drawings and specifications and the final statement of probable total project cost, when authorized by the Owner to call for bids, the Architect shall provide fifteen (15) copies of drawings and specifications for distribution and bidding purposes.
3. Upon request by the Owner, the Architect shall provide additional drawings and specifications for bidding or other distribution and shall be reimbursed as provided in Article III, Sec. F.
4. The Architect shall be responsible for issuance of the bid documents to bidders and shall maintain an accurate planholders list, keeping the Owner currently informed as to number and names of planholders. He will also prepare and issue addenda, prepare tabulations of bidders, attend the bid openings and generally assist the Owner in obtaining satisfactory bids. The Owner's written approval will be obtained before authorizing bid submittals from suppliers of nonspecified material or equipment.
5. In the event that the lowest bona fide bids received exceed the Maximum Allowable Construction Cost, the Owner may (a) give written approval of an increase in that limit or, (b) authorize rebidding the project within a reasonable time or, (c) order revision of the project scope and quality as required to reduce that cost. The Architect agrees to revise the drawings if so ordered by the Owner in order to bring the construction cost within the Maximum Allowable Construction Cost at no additional expense to the Owner. The Owner in this event agrees to cooperate with the Architect and permit reasonable and necessary reductions in the quality or scope of the project. In the event the Architect is unable to bring the project within the established cost limit, this agreement is subject to termination in accordance with Article VIII, Sec. B.
6. Upon being notified of the Owner's intent to award construction contracts, the Architect shall investigate the reliability of the bidders and report his findings to the Owner during the evaluation of bids.

Section F — *Construction Phase*

1. After formal award of contract by the Owner, the Architect shall assist in the preparation of construction contracts and secure the required performance bond and certificates of insurance from the contractors. The contractor's insurance must include liability protection for the Owner and property insurance which provides for full replacement costs including additional fees and taxes in the event of fire.
2. The Owner shall issue to the successful contractor(s) formal notice(s) to proceed with the work.
3. During the progress of construction, the Architect shall provide services relating to the administration of construction contracts which shall include, but shall not be limited to:
    a. Checking contractor's submittals of materials and equipment, and obtaining the Owner's concurrence in all approvals to be granted contractors, including approval of "Equals" in selection of material or equipment.
    b. Checking of shop drawings for general compliance with approved designs, details and specifications.
    c. Providing on-site representation sufficient, together with state, county and municipal inspections, to ensure that the plans and specifications are being fully complied with. Weekly progress reports shall be submitted to the Owner in writing.
    d. In carrying out paragraph "c" above, the Architect shall establish with the Owner a mutually satisfactory schedule for the Architect and consultants to make visits to the project. The Architect shall submit written reports on each visit. The schedule shall specify times when a principal Architect of the firm shall be the representative of the Architect making the visit to the site.
    e. Making recommendations to the Owner

when a stop work order to the contractor is appropriate.

f. Securing proposals from the contractors for changes in the work and preparing change orders, examining and approving contractor's applications for payment and issuing certificates of payment. Changes to, or deviations from, contract documents shall only be made through change orders approved by the Owner, regardless of cost.

g. Obtaining and checking contractor's construction schedules, observing compliance therewith and notifying Owner of noncompliance.

h. Selecting finish materials and colors and preparing color schedules for Owner's approval.

i. Preparing check lists of corrective items, making final inspections and certifying completion of the project and compliance with contract terms to the best of his knowledge.

j. Obtaining and delivering to the Owner all written guarantees, manuals and instructions required in the construction contracts upon completion of construction and prior to acceptance.

4. The Architect shall at all times endeavor to guard the Owner against defects and deficiencies in the work of the contractor, but it is understood that he does not guarantee the performance of their contracts. Neither shall the Architect be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the work, and he shall not be responsible for the contractor's failure to carry out the work in accordance with the contract documents or applicable governmental regulations.

5. Upon completion or termination of this agreement, all tracings or reproducibles of tracings shall be delivered to the Owner. Before delivering the tracings to the Owner, the Architect shall incorporate all changes in the original tracings directly or by reference to contract documents. All buried utilities shall be located by dimensions and elevations on the original tracings. In addition, two (2) sets of plans and specifications showing as-built conditions shall be delivered to the Owner, in addition to the tracings or reproducibles.

Section G — *Guarantee Phase*

During the guarantee period of the construction contract(s), the Architect shall be the Owner's representative in securing correction of defects that become apparent and shall make a guarantee inspection of the project prior to the expiration of the guarantee period and report observed discrepancies. The Owner shall cooperate with and assist the Architect during this phase with particular emphasis on reporting only warranty defects.

ARTICLE–III
EXTRA SERVICES OF THE ARCHITECT AND REIMBURSABLE EXPENSES

The following services, unless circled and marked "Basic Service", shall be paid for by the Owner in addition to the basic rate. No payment for extra services will be made unless such extra services are approved and authorized by the Owner in writing prior to the performance of such services.

A. Making, or assisting in making, planning surveys and special analyses of the Owner's needs and requirements for the project or preparing or assisting in the preparation of the Owner's program in excess of the hours provided for in Article II, Sec. B, 3.

B. Making measured drawings of existing construction when required for planning additions or alterations thereto.

C. Revising previously approved drawings or specifications to accomplish changes directed by the Owner; *provided, however,* that no compensation for extra services shall become due and payable for revisions which may be requested by the Owner after receiving construction proposals in order to bring the construction cost within the Maximum Allowable Construction Cost stated herein. Should reductions in the project be made necessary by the bids exceeding allowable funds, the Owner reserves the right to order changes in the plans, specifications and work to secure the most desirable solution within available funds without extra compensation to the Architect.

D. Providing brochures, special graphic presentations or detailed professionally built Architectural models.

E. Supervising the replacement of any work damaged by fire or other cause during the construction or arranging for the work to proceed should the contractor default due to delinquency or insolvency.

F. If additional copies of the drawings and contract documents are required, the Architect shall be reimbursed for the actual cost of their reproduction.

G. Should project representation be required in addition to that provided for in Article II, Sec. F, extra compensation for such services shall be based upon direct payroll costs or as may be specified in Article XI.

H. Consulting services for special (1) acoustic design, (2) kitchen equipment, (3) landscaping as agreed upon with the Owner, and (4) . . . . . (other).

I. Providing design services relative to future facilities, systems and equipment which were not defined in the initial program and are not intended to be constructed as part of the project.

J. Preparing documents for out-of-sequence services requested by the Owner.

K. Providing detailed quantity surveys or inventories of material, equipment and labor.

L. Providing interior design and other services required for or in connection with the selection of furniture and furnishings, when not a part of the construction contract.

M. Preparing supporting data and other services in connection with circumstances which result in change orders if the change in the basic compensation resulting from the adjusted contract sum is not commensurate with the services required of the Architect.

N. Making investigations involving detailed appraisals and valuations of existing facilities, and surveys or inventories required in connection with construction performed by the Owner.

O. Providing extensive assistance in the utilization of equipment or systems.

P. Preparing special contract documents at the Owner's request.

Q. Preparing to serve or serving as an expert witness, at the request of the Owner, in connection with any public hearing (except at school board meetings) or legal action involving this project, providing the legal action is not the fault of the Architect.

R. Costs and expense shown by the Architect to have been incurred by him in connection with preparing the project for temporary discontinuance by the Owner or in connection with recommencement of the project after any period during which it was discontinued by the Owner.

S. Providing contract administration services after the original construction contract time has been exceeded or extended by 25 per cent through no fault of the Architect.

ARTICLE–IV
ARCHITECT'S ESTIMATES OF COST

It is understood that the Architect does not guarantee his estimates of construction costs; however, it shall be the responsibility of the Architect at any time prior to calling for bids to notify the Owner in writing if for any reason be believes that the Project will exceed the Maximum Allowable Construction Cost stated in this agreement. The Owner when so notified shall:

A. Cooperate fully with the Architect in reducing the cost or scope of the project an amount sufficient to bring the project within the Maximum Allowable Construction Cost or

B. Authorize by amendment hereto an increase in the Construction Cost sufficient to cover the estimated cost of the work.

ARTICLE–V
MAXIMUM ALLOWABLE CONSTRUCTION COST

The Maximum Allowable Construction Cost as stipulated on page 1 is defined as the total sum available for construction purposes including Washington State sales tax, professional fees and other charges necessary to the project.

ARTICLE–VI
PROJECT CONSTRUCTION COST DEFINED

The project construction cost for purpose of determining the fee to be paid the Architect shall mean the amount of construction contract(s) awarded by the Owner for this project plus alternates, change orders, etc., as set forth in paragraphs A, B, and C below. However, until construction contracts are awarded, or if the project is not constructed, the project construction cost shall be the construction cost plus alternates as set forth in Paragraph A below:

A. Seventy-five per cent of the cost of additive alternates drawn and/or specified by the Architect and not included in construction contracts; provided, however, that such alternates were drawn and/or specified at the written request of the Owner.

Seventy-five per cent of the cost of deductive alternates and/or specified by the Architect and utilized in the award of construction contracts; provided, however, that such alternates were drawn and/or specified at the written request of the Owner.

B. The current market cost of labor, materials and equipment, furnished by the Owner and not included in construction contracts; provided, however, that such labor, materials and equipment are in drawings and specifications prepared by the Architect at the written request of the Owner and that their value is related to the effort required of the Architect to include them in the contract.

C. The cost of all additive changes in the construction work when authorized by the Owner and seventy-five per cent of the cost of deductive changes that require drawings and specifications by the Architect; provided, however, that such changes are not the result of the Architect's negligence.

ARTICLE–VII
PAYMENTS TO THE ARCHITECT FOR BASIC SERVICES

A. Payments on account of the Architect's Basic Services shall be made monthly in proportion to the progress of the Architect's work and to completion of the phase in progress as follows:

1. Schematic Design Phase 15%
2. Design Development Phase 30%
3. Construction Documents Phase 75%
4. Bidding Phase 80%
5. Construction Phase 99%
6. Construction completion, delivery of documents and acceptance of project 100%

Payment for the Bidding Phase is due and payable upon completion of bidding procedures.

B. No deduction shall be made from the Architect's compensation on account of penalties, liquidated damages or other sums withheld from the contractors through no fault of the Architect.

ARTICLE–VIII
TERMINATION OF AGREEMENT

A. *Termination of Agreement for Cause*

If, through any cause, the Architect shall fail to fulfill in timely and proper manner his obligations under this agreement, or if the Architect shall violate any of the covenants, agreements, or stipulations of the agreement, the Owner shall thereupon have the right to terminate this agreement by giving written notice to the Architect of such termination and specifying the effective date thereof, at least five days before the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, maps, models, photographs and reports prepared by the Architect shall, at the option of the Owner, become its property, and the Architect shall be entitled to receive just and equitable compensation for any satisfactory work completed on such documents and other materials. Notwithstanding the above, the Architect shall not be relieved of liability to the Owner for damages sustained by the Owner by virtue of any breach of the agreement by the Architect, and the Owner may withhold any payments to the Architect for the purpose of setoff until such time as the exact amount of damages due the Owner from the Architect is determined.

B. *Termination for Convenience of Owner*

The Owner may, on his own motion, terminate this agreement at any time by a notice in writing from the Owner to the Architect. In that event, all finished or unfinished documents and other materials as described in Article VIII, Sec. A above shall, at the option of the Owner, become its property. If the agreement is terminated by the Owner as provided herein, the Architect's compensation for the work shall be negotiated between the Owner and the Architect, consistent with the schedule set forth in Article VII. The negotiated settlement shall be commensurate with the work performed. Departure from the firm of the Architect specified in this agreement shall constitute sufficient cause for termination.

ARTICLE–IX
SUCCESSORS AND ASSIGNS

The Architect may assign a portion of his financial interest to a recognized financial institution for underwriting operations covered by this agreement. Except as above, neither the Owner nor the Architect shall assign, sublet or transfer his interest in this agreement without the written consent of the other.

ARTICLE–X
NON-DISCRIMINATION

Except to the extent permitted by a bona fide occupational qualification, the Architect agrees as follows:

A. The Architect will not discriminate against any employee or applicant for employment because of race, creed, color, national origin, sex or age. The Architect will take affirmative action to insure that applicants are employed, and that employees are treated, during employment without regard to their race, creed, color, national origin, sex or age. Such action shall include, but not be limited to, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation and selection for training.

B. The Architect will, in all solicitations for employees or job orders for employees placed with any employment agency, union, or other firm or agency, state that all qualified applicants will receive consideration for employment without regard to race, creed, color, national origin, sex or age. The words "equal opportunity employer" in advertisements shall constitute compliance with this section.

C. The Architect will include the provisions of the foregoing paragraphs in every subcontract or purchase order for the goods or services which are subject matter of this contract.

In the event of noncompliance by the Architect with any of the non-discrimination provisions of the contract, the Owner shall have the right, at its option, to cancel the contract in whole or in part. If the contract is cancelled after part performance, the Owner shall be obligated to pay the fair market value or the contract price, whichever is lower, for goods or services which have been received and accepted.

ARTICLE–XI
SPECIAL CONDITIONS

The following special conditions apply to this Contract:

IN WITNESS WHEREOF, the Owner has caused this Agreement to be executed in his behalf in compliance with formal action taken by the board of school directors on . . . . . (date) and the Architect has hereunto set his hand the day and year first above written.

OWNER:

. . . . . .
Name and Number of School District

By . . . . . .
Title . . . . . President / Chairman . . . . . .

By . . . . . .
Title . . . . . Secretary / Clerk . . . . . .

APPROVED AS TO FORM:

. . . . . .
School Board Attorney

. . . . . day of . . . . . , 19 . . . .

ARCHITECT:

By . . . . . .
Title . . . . . .

By . . . . . .
Title . . . . . .

INFORMATION REGARDING SCHEDULES OF COMPENSATION

(Explanatory of the preceding contract)

The Owner (school board) is empowered by law to set the amount of the Architect's fee at whatever level it feels appropriate to the job. Negotiation of the fee is thus entirely proper.

When state funds are involved in the cooperative financing of a school construction project, the State Board of Education will share in meeting fee commitments up to the following maxima:

Construction Cost	*Total Fee as a % of Construction Cost*
Under $ 100,000	10.0 %
100,000	9.0%
200,000	8.5%
300,000	8.25%
400,000	8.0%
500,000	8.0%
600,000	7.75%
700,000	7.75%
800,000	7.5%
900,000	7.5%
1,000,000	7.5%
1,500,000	7.25%
2,000,000	7.0%
3,000,000	6.7%
4,000,000	6.3%
5,000,000	6.0%
Above 5,000,000	6.0%

The fee for modernization is 1½ times the comparable fee for new construction.

If the above schedule is used, it can be either applied "straight" or by "interpolating". If you adopt this, or a similar fee schedule, you should specify on page one of the preceding contract whether it will be applied "straight" or by "interpolation".

As an example of a "straight" line application, a $1,300,000 project would return to the Architect the result of:

$1,300,000 x 7.25% or $94,250.

If "interpolation" were agreed upon, the same project would return to the Architect the sum of:

$1,000,000 x 7.5% = $75,000
plus 300,000 x 7.25% = 21,750

or a total of $96,750

Appendix E
Reading List

Many times board members feel a need for additional information, or a need to read further in education. This list has been compiled in order to acquaint board members with publications and pertinent addresses. The list is representative only.

Periodicals

AASA SCHOOL ADMINISTRATORS — newsletter of the American Association of School Administrators, 1201 - 16th St., N.W., Washington D.C. 20036; available only to administrators who are members of the AASA.

AMERICAN EDUCATION — a monthly magazine reporting to the people of the United States on the Federal Government's activities in education. Published by U.S. Government Printing Office, Washington D.C. 20402; 10 issues/year.

AMERICAN SCHOOL BOARD JOURNAL — aimed at school board members and administrators; published by the National School Boards Association, 800 State National Bank Plaza, Evanston, Ill. 60201; 12 issues/year.

EDUCATION DIGEST — digest of articles reprinted from educational magazines; published by Prakken Publications, Inc., 416 Longshore Drive, Ann Arbor, Mich. 48107; 9 issues/year.

EDUCATION U.S.A. — weekly newsletter mailed first class and air mail which covers major developments and issues across the nation; published by the National School Public Relations Association, 1201 - 16th St., N.W., Washington D.C. 20036; September through May.

FOR SCHOOL BOARD MEMBERS — tips for board members on policymaking, legal problems, and general board procedures; published by Croft Educational Services, 100 Garfield Ave., New London, Conn. 06301.

INFORMATION SERVICE BULLETINS — helpful information for school board members; published by National School Boards Association, 800 State National Bank Plaza, Evanston, Ill. 60201.

NATION'S SCHOOLS AND COLLEGES — magazine devoted to articles on school administration and business management; published by McGraw-Hill Publications, 230 W. Monroe St., Chicago, Ill. 60606, 10 issues/year.

PHI DELTA KAPPAN — professional journal of Phi Delta Kappa, education fraternity, contains solicited articles on current thinking and developments in research, service, and leadership, published by Phi Delta Kappa, Eighth St. and Union Ave., Bloomington, Ind. 47401; 10 issues.

PTA MAGAZINE — membership magazine of the National Congress of Parents and Teachers, 700 N. Rush St., Chicago, Ill. 60611; con-

tains educational news of interest to parents of school-age children; 10 issues, $2.50.

SATURDAY REVIEW — bi-weekly magazine of the arts, literature, and travel, publishing monthly supplements on education; subscription information from Saturday Review, P.O. Box 2043, Rock Island, Ill. 61206; 26 issues a year.

SCHOOL BOARDS IN ACTION — 24th Yearbook (1946) of the American Association of School Administrators, published by the AASA, 1201 - 16th St., N.W., Washington, D.C. 20036.

SCHOOL BOARD - SUPERINTENDENT RELATIONSHIPS — 34th (1956) Yearbook of the American Association of School Administrators, written by a commission of the Association. Published by the AASA, 1201 - 16th St., N.W., Washington, D.C. 20036.

SCHOOL MANAGEMENT — contains in-depth articles on school administration with particular emphasis on school building and financing; published by CCM Professional Magazines, Inc., 22 W. Putnam Ave., Greenwich, Conn. 06830; 12 issues.

THEORY INTO PRACTICE — contains articles on educational theory and practice. Published by the College of Education, Ohio State University, Arps Hall, 1945 N. High St., Columbus, Ohio 53210; 5 issues a year.

Books

Campbell, Ronald F., Luvern L. Cunningham, Roderick F. McPhee. **THE ORGANIZATION AND CONTROL OF AMERICAN SCHOOLS.** Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.

Dykes, Archie R. **SCHOOL BOARD AND SUPERINTENDENT: THEIR EFFECTIVE WORKING RELATIONSHIPS.** Danville, Ill.: The Interstate Printers & Publishers, Inc., 1965.

Fantini, Mario D. **PUBLIC SCHOOLS OF CHOICE.** New York: Simon and Schuster, 1974.

Jencks, Christopher. **INEQUALITY: A REASSESSMENT OF THE EFFECT OF FAMILY AND SCHOOLING IN AMERICA.** New York: Basic Books, 1972.

Lieberman, Myron and Michael H. Moskow. **COLLECTIVE NEGOTIATIONS FOR TEACHERS.** Chicago: Rand McNally & Company, 1966.

McCloskey, Gordon. **EDUCATION AND PUBLIC UNDERSTANDING.** 2nd ed., New York: Harper & Row, 1967.

Reeves, Charles E. **SCHOOL BOARDS — THEIR STATUS, FUNCTIONS, AND ACTIVITIES.** New York: Prentice-Hall, Inc., 1954.

Stinnet, T. M., Jack H. Kleinmann, and Martha L. Ware. **PROFESSIONAL NEGOTIATIONS IN PUBLIC EDUCATION.** New York: The Macmillan Co., 1966.

Toffler, Alvin. **LEARNING FOR TOMORROW: THE ROLE OF THE FUTURE IN EDUCATION.** New York: Vintage, 1974.

Tuttle, Edward M. **SCHOOL BOARD LEADERSHIP IN AMERICA.** Danville, Ill.: The Interstate Printers and Publishers, 1958.

Wirt, Frederick M. and Michael W. Kirst. **THE POLITICAL WEB OF AMERICAN SCHOOLS.** Boston: Little Brown, 1972.